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ABSTRACT

Volume 2 contains copies of the instruments used in the assessment of Iowa's adult basic education (ABE) program and aggregate statewide responses. Included are questionnaires and findings completed by the evaluation committee, coordinators, directors, teachers (both intent and current practice forms), students, learning center coordinators, co-sponsors, and Department of Public Instruction representatives. The six sections cover: recruitment, staffing, instruction, inservice education, collaboration, and goal-setting. A cross-index of questionnaire items is included. (Author/EA)

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AN EVALUATION OF ADULT BASIC EDUCATION IN THE STATE OF IOWA

Volume II: Appendix
Instruments with Aggregate Responses

A Perspective Discrepancy Assessment

1974-1975

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CE 004 924

AN EVALUATION OF ADULT BASIC EDUCATION IN THE STATE OF IOWA

A Perspectives Discrepancy Assessment

Volume II

APPENDIX (Instruments with Aggregate Responses)

Evaluation Committee Questionnaire

Coordinator Questionnaire

Director Questionnaire

Teacher Questionnaire

Form A
Form B

Student Questionnaire

Learning Center Coordinator Questionnaire

Co-Sponsor Questionnaire

DPI Questionnaire

Cross Index of Instrument Items

Iowa State ABE Evaluation

EVALUATION COMMITTEE QUESTIONNAIRE

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SECTION 1: RECRUITMENT

1. What are the characteristics of the target population you are trying to reach [in Iowa] (e.g., age, sex, minority background, socio-economic background, etc.)?

   Anyone over 16 years of age who can benefit from and who perceives the need for improved communication and computational skills.

2. What particular groups are you especially trying to reach (e.g., chievement level, migrant, rural isolated, etc.)? List these groups below in rank order [by state-wide priority].

   Within the target group, the following are State Plan priorities:

   Grades 0-4 First Priority
   Grades 5-8 Second Priority
   Grades 9-12 Third Priority

3. Listed below are several methods that can be used to recruit students. Indicate by circling the appropriate number how much emphasis, in general, should be placed on each method for recruiting ABE students [in Iowa].

Recruitment Method	Desired Emphasis: Little or No Emphasis				Great Emphasis
a. Mass Media Publicity	1	2	(3)	4	5
b. Door to Door Canvassing	1	2	3	(4)	5
c. Referrals from Agencies (e.g., employment, welfare)	1	2	3	4	(5)
d. Word of Mouth	1	2	3	4	(5)
e. Co-sponsoring Classes with Community Groups and Organizations	1	2	3	(4)	5
f. Cooperation with Schools	1	2	3	(4)	5
g. Other (specify)	1	2	3	4	5

4. Do you believe that different recruitment methods are needed to effectively reach different target groups?

   ✓ Yes

   ____ No

5. If you answered "yes" to Question 4, please answer this question. If you answered "no", skip to Question 6. Below is a matrix /with blank spaces/ on the left side under the heading "Priority Target Groups." At the top of the matrix are listed several recruitment methods. First, fill in the blank spaces on the left, listing the top two priority target groups you identified in Question 2. Then, for each group listed, indicate in the spaces to the right how much emphasis should be given to each recruitment method for recruiting persons in that group. Use the number 3 to designate Great Emphasis, 2 to designate Moderate Emphasis, and 1 to designate Little or no Emphasis. Note that every cell or box in the matrix should contain a number (1, 2, or 3).

Recruitment Methods

Priority Target Groups	Door To Door	Mass Media	Agency Referral	Co-Sponsored Classes	Word of Mouth	Schools	Other ( )
Grades 0-4	3	1	3	3	3	1	
5-8	2	2	3	3	3	1	
9-12	2	3	2	2	3	3	

6. Retention of ABE students is as important as recruitment. What should /Iowa's/ goal be regarding the proportion of students who are enrolled the first week of class this fall and who are still active as of the sixth week of class (i.e., the retention rate in percent for the first six weeks in classes meeting once or twice a week)?

75 %

7. How much emphasis should be placed on paid recruiters (regardless of whether they are paid from ABE or other sources of funds)? Circle the appropriate number below.

Little or No Emphasis				Great Emphasis
1	2	3	4	(5)

8. Should every ABE teacher have recruitment responsibilities?

✓ Yes _____ No

9. Which of the following groups should be given priority in recruitment? Indicate rank order (number most important 1, least important 5).

a. Those primarily interested in making social contacts — 5

b. Those primarily interested in improving English language proficiency — 2

c. Those primarily interested in improving their job situation — 1

d. Those primarily interested in helping children learn — 4

e. Those primarily interested in self-improvement — 3

f. No priorities should be set among these groups (Indicate by check) — _____

SECTION 2: STAFFING

1. Listed below are a number of criteria which might be taken into account in selecting teachers for ABE. Indicate by circling the appropriate number, how much emphasis should be placed on each criterion in hiring ABE teachers [in the state of Iowa].

Criteria	Desired Emphasis: Little or No Emphasis				Great Emphasis
a. Teaching certificate	1	(2)	3	4	5
b. Experience teaching adults	1	2	3	(4)	5
c. Sex	(1)	2	3	4	5
d. Age	1	(2)	3	4	5
e. Minority background	1	(2)	3	4	5
f. Elementary education teaching experience	1	2	(3)	4	5
g. Formal training in adult education	1	2	(3)	4	5
h. Personality	1	2	3	4	(5)
i. Commitment to ABE	1	2	3	(4)	5
j. Experience in Counseling	1	2	3	(4)	5
k. Other (specify))	1	2	3	4	5

2. This question concerns what you would like the composition of [Iowa's] instructional staff to be in terms of age, sex, ethnicity, and training. If you would like to have at least a certain proportion of teachers in a given category, e.g., "under 35" or "special education background," please indicate this minimum proportion. If you have no preference, i.e., if it would make no difference at all or none of your teachers were in this category, please indicate this. Repeat the process for instructional aides and volunteers.

	Teachers		Aides and Volunteers	
	Minimum Percent	No Pref.	Minimum Percent	No Pref.
Age				
Under 35	____%		____%	
35-49	____%		____%	
50 or more	____%		____%	
Sex				
Male	____%		____%	
Female	____%		____%	
Ethnicity				
Black	____%		____%	
White	____%		____%	
Hispano-American	____%		____%	
Other (specify: _____)	____%		____%	
Training				
Elementary	____%		____%	
Education (K-6)	____%		____%	
Secondary Education	____%		____%	
Other Education Training, specify:				
a: _____	____%		____%	
b: _____	____%		____%	
No prior preparation in education	____%		____%	

3. How much influence should each of the following have on the initial decision to employ an ABE teacher?

	Little or No Influence				Great Influence
a. ABE Coordinator	1	2	3	4	(5)
b. Local ABE teachers	1	2	(3)	4	5
c. Local ABE students	(1)	2	3	4	5
d. Director of Adult Education	1	2	(3)	4	5
e. Local School District AE Coordinator	1	(2)	3	4	5
f. Co-sponsor	1	2	3	(4)	5
g. Other (specify:_____)	1	2	3	4	5

4. How much influence should each of the following have on the decision to retain an ABE teacher?

	Little or No Influence				Great Influence
a. ABE Coordinator	1	2	3	4	(5)
b. Local ABE teachers	1	2	(3)	4	5
c. Local ABE students	1	2	(3)	4	5
d. Director of Adult Education	1	2	(3)	4	5
e. Local school district AE Coordinator	1	2	(3)	4	5
f. Co-sponsor	1	2	3	(4)	5
g. Other (specify:_____)	1	2	3	4	5

5. Should any effort be made to recruit ABE teachers from outside the local public school system?

✓ Yes _____ No

6. In overall performance, some teachers and aides are clearly superior to others in the ABE program. Realistically speaking, about what proportion of the ABE instructional staff in Iowa do you expect to be:

Performance	Teachers	Aides & Volunteers
a. Excellent	25. %	10 %
b. Very good	30 %	50 %
c. Good	25 %	25 %
d. Fair	15 %	10 %
e. Poor	5 %	5 %

7. Not all teachers are equally satisfied with their work in ABE. About what proportion of Iowa ABE teachers do you expect to be:

	Proportion
a. Very Satisfied	75 %
b. Moderately Satisfied	20 %
c. Dissatisfied	5 %

8. For the state as a whole, what should be the maximum annual rate of ABE teacher turnover (in percent of total teaching force)?

20 %

9. How important to your ABE program should aides and volunteers be?

Little or No Importance — Great Importance

1 2 3 4 (5)

10. Who should follow up the students who drop out of the ABE program before their objectives are met? (Check all that apply)

a. Teacher	✓
b. Aides & volunteers	
c. Counselor	
d. Recruiter	
e. Coordinator	✓
f. Co-sponsor	✓
g. Other (specify:)	

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SECTION 3: INSTRUCTION

1. Of the instructional materials used in the ABE class, what proportion should be:

a. Used as commercially published	20 %
b. Adapted (from commercially published) by teacher	60 %
c. Teacher designed material	15 %
d. Designed by local cooperative effort	5 %

2. What should be the proportional distribution of ABE classroom facilities among the following types of locations?

a. Clustered classes held in a center day and evening	20 %
b. Scattered classes in school buildings, after school	25 %
c. Scattered outreach classes in facilities of co-sponsors	35 %
d. Outreach classes in facilities of community organization	20 %
e. Other (specify: _____)	%
TOTAL =	100 %

3. In every program, someone has primary reponsibility for orienting new students to the program. In your program who should have this responsibility? If this responsibility should be shared, indicate rank order of three most important (number the most important 1, least important 3).

a. Coordinator	
b. Director	
c. Teacher	1
d. Counselor	
e. Aide or volunteer	2
f. paid recruiters	
g. School district AE coordinator	
h. Other students	3
i. Other (specify: ____)	

4. Often, ABE programs make an initial assessment of an entering student's achievement level. How should student entrance level be assessed?

Assessment Method	Should Be Assessed By
a. Standardized test	
b. Locally developed test	
c. Interview	
d. Previous records	
e. Combination of above	✓
f. No assessment	
g. Other (specify: _____)	

5. If you checked e. in question 4., indicate in what combination and sequence the assessment method should be used. Indicate sequence by writing in the number 1 for the first method used, 2 for the second, etc.

Assessment Method	Sequence
a. Standardized test	4
b. Locally developed test	3
c. Interview	1
d. Previous records	2
e. Other (specify: _____)	
f. No preference	

6. Who should make the initial assessment of student skill levels:

Staff Member	Should Make Assessment
a. No one	
b. Counselor	
c. Coordinator	
d. Teacher	✓
e. Aide or volunteer	
f. Lab instructor	
g. Other (specify: _____)	

7. Regarding the administration of diagnostic placement tests, when should these tests by administered?

	Should Be Administered
a. Never	
b. At the time of enrollment	
c. Sometime after enrollment	✓

8. Regarding the evaluation of student progress, how should student progress be evaluated? Indicate three preferences by rank order (number most valuable method 1, least valuable 3)

Evaluation Method	Rank Order
a. Classroom tests	
b. Standardized achievement test	
c. Teacher summary evaluation	1
d. Staff conference	3
e. Student-teacher conference	2
e. Other (specify: _____)	

9. What value should be placed on student records (from ABE classes, learning lab, referral agencies, other sources) for the following:

	Little or No Value				Highest Value
a. Measure student progress in program	1	2	3	(4)	5
b. Place students in classes	1	2	(3)	4	5
c. Counsel students	1	2	3	(4)	5
d. Refer students to other programs, employers, reporting progress to co-sponsors, etc.	1	2	3	4	(5)
e. Reporting to ABE coordinator	1	2	3	4	(5)
f. Other (specify: _____)	1	2	3	4	5

10. If standardized achievement tests are used, should they be administered at regular intervals?

_____ Yes ✓ No

11. If yes, at what intervals should they be administered?

_____ a. 100 hours of instruction

_____ b. 150 hours of instruction

_____ c. 200 hours of instruction

_____ d. Other (specify: _____)

12. If yes, names of standardized tests which should be used:

_____

_____

13. What emphasis should be given to various ABE subjects? (Aside from communication and computational skills.) Rank order importance by numbering most important 1, least important 5.

	Order of Importance
a. Health education	4
b. Consumer education	3
c. Social studies, civics	2
d. Ethnic or racial heritage	5
e. Coping (how to apply for a job, obtain legal assistance, deal with landlords)	1
f. Other (specify: _____)	_____

14. What degree of relative emphasis should be placed on methods of instruction to accommodate differences among students?

	Little or No Emphasis						Great Emphasis
a. One-to-one instruction in the classroom	1	2	3	4	5	6	(7)
b. Group students with similar problems or interests together	1	2	3	4	5	(6)	7
c. Send students to learning lab	1	2	3	4	(5)	6	7
d. Make individual reading, writing, or math assignments	1	2	3	4	5	6	(7)
e. Use programmed material	1	2	3	(4)	5	6	7
f. Tutoring outside of classroom	1	2	(3)	4	5	6	7
g. Other (specify: _____)	1	2	3	4	5	6	7

15. To what extent should students participate in their instruction in each of the following ways? Rank order, in recommended frequency of use, the five most important (number most important 1, least important 5).

Type of Participation	Recommended Frequency of Use
a. Student recites	
b. Pairs of small groups of students practice skills together	2
c. Whole class participates in discussion	
d. Small groups in discussion and problem solving	3
e. Students ask questions	
f. Real or simulated learning situations (e.g., games, role playing)	5
g. Planning or evaluating this educational program	
h. One-to-one instructional interaction with teacher	1
i. Working with programmed materials	4

16. What proportion of the time of a teacher's aide or volunteer should be spent performing the following duties?

a. Clerical	18 %
b. Housekeeping	5 %
c. Childcare	5 %
d. Instructional	50 %
e. Counseling	12 %
f. Recruiting	10 %
g. Other (specify:)	%
TOTAL	100 %

17. What proportion of the aide's or volunteers instructional time should be spent working with students in the following ways (if the aide or volunteer performs in an instructional role)?

a. Individual tutoring	50 %
b. Working with small groups	48 %
c. Teaching class as a whole	2 %
d. Other (specify:)	%
TOTAL =	100 %

18. In addition to performing an instructional role, teachers may help students with personal and vocational problems. How important should helping students with personal and vocational problems be in the teacher's role?

Not Important						Very Important
1	2	3	4	5	(6)	7

19. What part should a learning lab play in the instructions of students in your program (check one)?

a. Used for remedial work for students referred by teacher..... _____

b. A regular part of [illegible]tudents' total program... _____

c. Available to students who want it..... ✓

d. None..... _____

e. Other (specify:_____)..... _____

20. How should the student's work in the learning center be coordinated with classroom instruction (check one)?

a. Student's lab work prescribed by teacher..... _____

b. Student's lab work prescribed by counselor..... _____

c. Student's lab work prescribed by lab instructor. _____

d. Conference of teacher, lab instructor and/or counselor with student..... ✓

e. Not coordinated in any specific way..... _____

21. Identify staff members associated with the area learning center who should have a major responsibility for each of the following functions. (Place appropriate numbers preceding staff jobs in blank spaces.)

Function	
a. Recruitment	1-3-4-5
b. Select materials	1-3
c. Coordination with other programs	1
d. Student in-take	1-3-5
e. Testing--GED	2
f. Testing--other	2-3-4-5
g. Record keeping	1-2-3-4-5
h. Job placement	1-3-5
i. Referral to other programs & agencies	1-3-5
j. Interpreting test results	1-2-3-4-5
k. Supervise personnel	1-3
l. Staffing	1
m. Instruction	1-3-4

Staff Jobs

1. IIC Coordinator
2. GED Examiner
3. Instructor
4. Aide or Volunteer
5. Counselor

22. What pattern of student contact with instructional personnel should pertain (1) in the ABE classroom and (2) in the learning center? Indicate relative emphasis which should be devoted to each of the following patterns.

Pattern of Contact	Relative Emphasis: ABE Class	Relative Emphasis: Learning Center
a. Instructor rotates at random	25 %	25 %
b. Instructor rotates among students according to a pre-established plan	40 %	40 %
c. Instructor rotates at student request	25 %	25 %
d. Student comes to instructor's desk at student initiative	5 %	5 %
d. Student comes to instructor's desk at instructor's initiative	5 %	5 %
TOTAL =	100 %	100 %

SECTION 4: IN-SERVICE EDUCATION

1. Approximately, how many dollars and what proportion of operating funds would be required for you to do an acceptable job of providing in-service education for your staff (local teacher training, quadrant, state-wide activity, etc.)?

   $ 70,000 _____ 8 %

2. What proportion of your ABE budget and your administrative time should be allocated for in-service education (e.g., workshops, conferences, courses) for all categories of staff (e.g., teachers, aides, administrators)?

   Budget

   a. State..... 8 %

   Administrative time

   a. State officers..... 30 %

   b. ABE coordinators..... 15 %

3. For each staff category that follows what should be the proportion of the total in that category who attend an in-service workshop, university course, or conference during a year?

Staff Category	Percentage That Should Attend
a. Teachers and counselors.....	100 %
b. Aides.....	90 %
c. Coordinators and directors.....	100 %
d. State staff.....	100 %
e. Others (specify: _____).....	_____ %

4. What criteria should be used to select participants in an in-service education program (e.g., prior training, supervisor selection, duration of employment, self-selection, category of position)?

   Self-selection

5. In-service education can take serveral forms. Rank order the degree of emphasis which should be given the five most important suggested below (number the most important 1, the least important 5):

	Order of Emphasis
a. Novice-master assignment	1
b. Participation in curriculum development	
c. Coaching by coordinator or others	3
d. Workshops and conferences conducted by your local ABE program	2
e. Other workshops and conferences conducted by others (state or regional agencies or institutions)	4
f. Participation in university courses (on or off campus)	
g. Visitation of other ABE classes	5
h. Other (specify: _____)	

6. On the average, what minimum number of days should persons in each staff category be devoting to participation in these forms of in-service education in their first year with the ABE program and in subsequent years (if none, so indicate)?

	First Year	Subsequent Years
a. Teachers and Counselors	5 days	2 days
b. Aides	1 days	1 days
c. Coordinators	5 days	3 days
d. Directors	1 days	1 days
e. Others (specify: _____)	_____ days	_____ days

7. What categories of staff <u>should</u> perform the <u>main roles</u> in planning and conducting local in-service education (e.g., setting objectives, appraisal of needs, selecting and organizing learning activities, evaluation)? What should each of their roles typically be? Indicate letters preceding staff jobs which apply for each role (e.g., a-c-d).

Staff	Intended Roles
a. State staff	Diagnose program needs.....a-c-d-e-f
b. Director	Set objectives.....c-d-e
c. Coordinator	Identify resources.....a-b-c-e
d. Teachers	Organize.....c
e. Counselors	Conduct.....c
f. Co-sponsors	Evaluate.....a-b-c-d-e
g. Others (specify:_____)	Follow-up on learning gains.....a-c-d-e

8. What incentives <u>should be</u> considered most important to encourage participation in an in-service education program? Indicate rank order (number most important 1, least important 6).

a. Required attendance.....4
b. Extra pay.....3
c. Expenses paid.....2
d. Released teaching time.....6
e. Academic credit.....5
f. Conducted locally.....1
g. Other (specify:_____).....

9. Concerning pre-service and in-service training for aides and volunteers: <u>should</u> aides and volunteers receive such training?

✓ Yes _____ No

<u>If yes</u>, <u>should</u> teachers and aides attend these training sessions together?

✓ Yes _____ No

10. To what extent <u>should</u> each of the following <u>be</u> a major outcome of in-service education? Indicate rank order (number most important 1, least important 5).

	Rank order
a. Higher staff morale	3
b. Greater insight into students	2
c. Increased professional competence	1
d. Greater receptivity to future in-service education	4
e. Increased competence of trainers	5

12. Listed below are 16 topics which are often the focus of in-service education activities. Please complete the first column as follows: (1) read through the list of topics and place a checkmark next to those which were dealt with in any in-service education activities for staff members sponsored or prompted by your ABE program during the past three years; (2) for those topics which you checked complete the scale on "Past Emphasis in In-Service Education" by circling the appropriate number on each scale. Next, please complete the second column to indicate your estimate of the priority of need for most ABE teachers at the present time, circling the appropriate number on each of the sixteen scales.

Topics	Past Emphasis on In-Service Education (None ... Great)	Current Priority for In-Service Need (Low ... High)
a. ABE program orientation: objectives, procedures, current developments, plans, reports	1 2 3 4 5 **(6)** 7	1 2 3 **(4)** 5 6 7
b. Differences in teaching adults and children	1 2 3 4 **(5)** 6 7	1 2 **(3)** 4 5 6 7
c. Philosophy of adult education	1 **(2)** 3 4 5 6 7	1 2 3 **(4)** 5 6 7
d. Understanding the student population, culture of poverty, ethnic group differences	1 **(2)** 3 4 5 6 7	1 2 3 **(4)** 5 6 7
e. Course organization: content selection, scheduling and sequencing topics, making lesson plans.	1 **(2)** 3 4 5 6 7	1 2 3 4 **(5)** 6 7
f. Methods of instruction: selecting, adapting, and using.	1 2 3 **(4)** 5 6 7	1 2 3 **(4)** 5 6 7
g. Instructional materials and aides: selecting, adapting, and using	1 2 3 4 **(5)** 6 7	1 2 3 4 **(5)** 6 7
h. Diagnosis of student needs, testing and evaluating achievement; student program prescription	1 2 3 **(4)** 5 6 7	1 2 3 4 **(5)** 6 7
i. class control, management of student failure, coping with lack of self-confidence	1 2 3 **(4)** 5 6 7	1 2 3 4 **(5)** 6 7
j. Counseling students in academic or personal matters	1 2 3 **(4)** 5 6 7	1 2 3 4 5 6 **(7)**
k. Working with aides and volunteers	1 2 3 **(4)** 5 6 7	1 2 3 4 **(5)** 6 7
l. Student recruitment and retention	1 2 3 4 5 **(6)** 7	1 2 3 4 5 **(6)** 7
m. Individualizing instruction	1 2 3 4 **(5)** 6 7	1 2 3 4 5 **(6)** 7
n. Improving human relations: teacher-student	1 2 3 4 **(5)** 6 7	1 2 3 **(4)** 5 6 7
o. Improving staff relationships within ABE	1 2 3 **(4)** 5 6 7	1 2 **(3)** 4 5 6 7
p. Teaching "coping" skills: skills of urban living	1 2 3 4 **(5)** 6 7	1 2 3 **(4)** 5 6 7

SECTION 5: COLLABORATION

1. On the average, how great a priority should local programs place on the development of collaborative relationships within their communities?

Minimal Priority				Great Priority
1	2	3	4	(5)

2. What types of agencies and organizations should local ABE programs work with as co-sponsors and sources of referral support? Indicate relative importance.

	Relative Importance		
	HIGH	MEDIUM	LOW
a. Social service	(✓)	( )	( )
b. Schools (public and private)	(✓)	( )	( )
c. Public health	( )	( )	(✓)
d. CAP	(✓)	( )	( )
e. Employment	(✓)	( )	( )
f. Churches	( )	( )	(✓)
g. Business and industry	( )	(✓)	( )
h. Instructions (country homes, hospitals, prisons, etc.)	(✓)	( )	( )
i. University extension	( )	( )	(✓)

3. Listed below are seven benefits that local ABE programs sometimes gain from co-sponsorship of classes and collaboration with agencies that refer students. How important should it be for local ABE programs to attain each of these benefits?

Benefits of Collaboration	Minimal Importance				Great Importance
a. Recruitment of students through co-sponsored classes	1	2	3	4	(5)
b. Provision of support services by collaborating organizations (e.g., child care, counseling, transportation	1	2	3	4	(5)
c. Extensions of ABE to hard-to-reach segments of the target population through co-sponsored classes	1	2	3	4	(5)
d. Increased public awareness of program through co-sponsorship and collaboration with referral agencies	1	2	3	(4)	5
e. Obtaining additional operating funds through co-sponsorship arrangements	1	2	(3)	4	5
f. Increased community support for ABE through collaboration with other organizations	1	2	3	4	(5)
g. Provision for feedback to the ABE program from collaborating agencies	1	2	3	(4)	5

4. Are there any other benefits that you expect local ABE programs to attain from collaboration that are not listed above? If so, briefly list.

How important is each benefit listed in question 4 above?

Benefit	Minimal Importance				Great Importance
a. _____	1	2	3	4	5
b. _____	1	2	3	4	5
c. _____	1	2	3	4	5
d. _____	1	2	3	4	5

5. Listed below are five disadvantages sometimes associated with co-sponsorship of classes and collaboration with agencies that refer students. How important is it for local ABE programs to avoid each of them.

Disadvantages of Collaboration	Minimal Importance				Great Importance
a. Loss of program flexibility as a result of collaboration	1	2	(3)	4	5
b. Decrease in administrative autonomy as a result of collaboration	1	2	(3)	4	5
Collaboration results in serving students not representative of target population program is trying to reach	1	(2)	3	4	5
d. Increase in unit cost (instructional) hour) as a result of collaboration	1	(2)	3	4	5
e. More of your time than is desirable spent on arranging for and administering collaborative efforts	1	(2)	3	4	5
f. Interference in ABE program operation	1	2	3	(4)	5

6. Are there any other disadvantages that you try to avoid related to co-sponsorship or collaboration with agencies that refer to students? If so, briefly list.

How important is it for local ABE programs to avoid these disadvantages listed in question 6 above.

	Minimal Importance				Great Importance
a. _____	1	2	3	4	5
b. _____	1	2	3	4	5
c. _____	1	2	3	4	5
d. _____	1	2	3	4	5
e. _____	1	2	3	4	5

7. What proportion of your ABE classes <u>should</u> be co-sponsored? Check one below.

   a. 0-20% _____

   b. 21-40% _____

   c. 41-60% _____

   d. 61-80% 65%

   e. 81-100% _____

SECTION 6: GOAL-SETTING

The items in this part deal with the process by which goals are set for your ABE program.

1. There are a number of factors that can influence goal-setting and program priorities. Indicate to what extent each factor listed below should influence the goals and priorities of a local ABE program, given present constraints.

	Desirable Influence on Goals and Priorities						
	Little or None						Great
a. State ABE plan	1	2	3	4	5	(6)	7
b. General population characteristics	1	2	3	4	5	(6)	7
c. Expectations of the students	1	2	3	4	5	6	(7)
d. Relations with school system	1	2	3	4	(5)	6	7
e. GED exam	1	2	3	4	(5)	6	7
f. Expectations of the community	1	2	3	4	(5)	6	7

2. How important should an advisory committee, exclusively concerned with ABE in each area, be considered? Indicate relative importance.

Relative Importance	
High	(✓)
Medium	( )
Low	( )

3. How important should each of the following functions of an area ABE advisory committee be considered. Indicate relative importance.

(No answers given)

	Relative Importance		
	HIGH	MEDIUM	LOW
a. Standard setting	( )	( )	( )
b. Identifying problems	( )	( )	( )
c. Consultation on decision making	( )	( )	( )
d. Identifying resources	( )	( )	( )
e. Assessing program progress	( )	( )	( )
f. Program promotion and advocacy	( )	( )	( )

4. How important should a written statement of goals for the area ABE program be considered? Check one.

Relative Importance	
High	( )
Medium	(✓)
Low	( )

5. How important is it that all those involved in program implementation should actively participate in an organized discussion for the purpose of setting specific goals for the area ABE program? Check one.

(No answer given)

Relative Importance	
High	( )
Medium	( )
Low	( )

6. There are many possible goals that an ABE program might help students achieve. Rank the program goals below according to the degree of mephasis you feel should be placed on them by writing the number 1 in the space next to the most important goal, number 2 next to the second most important goals, and so on for all six goals.

ABE Goals	Rank of Importance
a. Increased self-confidence of students	1
b. Completion of 8th grade certificate	6
c. Increased competency in language and computational skills	4
d. Preparation for high school equivalency exam	5
e. Increased ability to cope woth adult-life roles and problems	2
f. Prepare students to meet special short-term goals (e.g., complete job application)	3
g. Other (specify: _____)	_____

7. In each box below, indicate the areas of decision making which <u>should</u> be the responsibility of each staff position included across the top of the matrix in terms of the functions designated in the left column. Write in the number(s) of the areas of decision making listed below the matrix in the appropriate box.

	State DPI	Adult Director	ABE Coordinator	Recruiters	Teachers	Counselors	Co-sponsors	Students	Coordinator School District
Setting Standards	1,2, 3,4	1,2,5	1,3,4	1	4	0	1,2,3,5	0	0
Identifying Problems	1,2, 3,4,5	2,5	1,2,3,4,5	1,2,3	1,3,4	1,2,3,4	1,3,4,5	2,3,4	2,5
Identifying Resources	1,2, 3,4	2,4,5	1,2,3,4,5	1	3	1	1,2,4	0	2,5
Consultation on Decision-Making	1,2, 3,4	1,2,4,5	1,2,3,4,5	1	1,3,4	1	2,4,5	0	5
Power to make Decisions	4	1,5	1,2,3,4,5	0	0	0	0	0	0
Assessing Effectiveness of Decisions	1,5	1,5	1,2,3,4,5	1	1,3,4,5	1,2,3	1,2,3,4, 5	1,2,3,4, 5	1,5

<u>Areas of Decision Making</u>

No. 1 = Recruiting

No. 2 = Staffing

No. 3 = Instruction

No. 4 = In-Service

No. 5 = Collaboration

STATEWIDE PROGRAM EVALUATION

ABE Coordinator's Questionnaire

Part I BACKGROUND INFORMATION

N=18 Mean=42.9 Max.=60 Min.=16

1. On the average, how many hours per week do you work for your community college or vocational-technical school?

Hours per Week	0-19	20-39	40-44	45-49	50-54	55+
Number Responses	1	2	4	4	5	2

N=18 Mean=33.7 Max.=55 Min.=16

2. On the average, how many hours per week do you devote to ABE?

Hours per Week	0-19	20-29	30-39	40-49	50+
Number Responses	1	6	5	3	3

N=17 Mean=64% Max.=100% Min.= 0%

3. What proportion of your salary is paid by federal ABE funds?

Percent Salary Paid:	0%	24%	50%	84%	90%	100%
Number Responses	2	1	6	1	2	5

N=17 Mean=57.7 M Max=110 M Min=5.3 M

4. Excluding released impounded funds, what is your total ABE budget? (in thousands of dollars)

Total Budget	$5-24	$25-44	$45-64	$75-94	$105+
Number Responses	2	4	4	4	3

5. Excluding released impounded funds, what percentage of your ABE budget is allocated for:

N	Mean	Min.	Max.		0-9%	10-19%	20-29%	30-39%	40-49%	50-59%	60+
17	54.2%	35%	86%	a. Teacher salaries	0	0	0	3	5	2	7
17	14.3	0	38	b. Your salary	4	9	3	1	0	0	0
17	11.2	0	35	c. Instructional materials	10	6	0	0	0	0	0
15	13.7	0	50	d. Indirect costs	6	3	2	3	0	1	0
10	13.4	5	29	e. * Other (specify)_____	4	3	3	0	0	0	0

*e.g., capital, fringe, secretarial, supplies, travel, publicity

6. Approximately how many students are currently enrolled in your ABE program at the following grade levels?

N	Mean	Min.	Max.	Level	NUMBER ENROLLED/NUMBER RESPONDING 0-49	50-99	100-149	150-199	200-299	300-499	500+
16	146	4	350	0-4	6	2	0	2	3	3	0
16	268	15	840	5-8	1	3	4	1	1	4	2
16	189	20	950	9-12	4	3	3	1	3	0	2

N=18
Mean=24.8
Min=4
Max=48

7. How many teachers are currently employed by your ABE program?

Number Teachers	0-19	20-29	30-39	40+
Number Responses	8	4	4	2

8. To whom do you directly report? (Check one)

Number		
15	a.	( ) Director of Adult Education
3	b.	( ) A supervisor
0	c.	( ) Other (specify)_____

_____

N=18
Mean=26.6%
Min=2%
Max=67%

9. Approximately what percentage of your ABE classes are located within a 10 mile radius of your office?

Percent Classes w/in 10 miles	0-9%	10-24%	25-49%	50+%
Number Responding	3	8	2	5

10. Since September 1, 1974, approximately how many times were you able to visit ABE classes located

N	Mean	Min.	Max.	Location	NUMBER TIMES/NUMBER RESPONSES 0	1-2	3-4	5-9	10-19	20+
17	7.8	0	30	Within a 10 mile radius	1	3	4	2	4	3
18	8.0	0	50	Outside a 10 mile radius	1	8	3	2	2	2

11. Since September 1, 1974, how many times were you able to meet with your teachers :

N	Mean	Min.	Max.	Type of Meeting	NUMBER OF TIMES / NUMBER RESPONSES 1	2	3	4	5-10	11-20	21-30	70+
17	2.7	1	10	Group of Teachers	5	7	2	1	2	0	0	0
16	23.2	1	150	Individual Conference	2	0	0	3	3	3	3	2

12. Approximately what percent of the students in your program have high school equivalency as their primary objective?

N=17
Mean=62.3%
Min.= 15%
Max.=95%

Percent of Students	0-24%	25-49%	50-74%	75+%
Number of Responses	1	4	3	9

13. What is the approximate number of adults in your merged area who have

N	Mean	Amount of School Completed	POPULATION/NUMBER RESPONDING				
		Less than nine	4-5,000	6-7,000	8-9,000	20-22,000	35-50,000
11	15,965	0-8.....	2	2	3	2	2
		Nine or more but	20-29,000	30-39,000	40-49,000	77,000	140,000
11	46,932	less than 12 grades....	3	4	2	1	1

14. Approximately what percentage of your ABE funds come from:

				0-9%	10-25%	26-49%	50-59%	60+%
N=17	Mean=59.5%	a.	Federal ABE allocations	0	0	5	7	5
N=16	Mean=42.2%	b.	State aid and/or local resources	0	4	2	8	2
N=11	Mean abt. = 0	c.	Co-sponsors	11	0	0	0	0
		d.	Other sources (specify)	6	0	0	0	0
			_____					
			_____					
			Total:		100%			

15. What formal preparation have you had in adult education? (Check one)

Number Resp.		
0	1( )	Completed graduate degree in adult education
4	2( )	Working on graduate degree in adult education
7	3( )	Completed one or more college or university credit courses in adult education
6	4( )	No formal training in adult education

16. How active are you in adult education professional associations?

5	1( )	Very active (e.g., usually attend meetings)
9	2( )	Moderately active (e.g., attend some meetings)
2	3( )	Member--not active
1	4( )	Not a member

17. To which of the following adult education professional associations do you belong?

Number	
16	Iowa Association for Life-Long Learning
7	NAPCAE
2	AEA
6	Missouri Valley AEA
1	Nebraska AEA
1	MEA

18. As you look to the next five years or so, how central is adult education to your career plans?

	Not Central				Very Central
	1	2	3	4	5
Number Resp	1	0	2	3	12

19. How would you describe public awareness of your ABE program?

	Little or No Awareness				Great Awareness
	1	2	3	4	5
Number Resp	0	2	10	6	0

20. In your opinion, how supportive of your program has DPI been?

	Not Supportive				Very Supportive
	1	2	3	4	5
Number Resp	0	0	0	7	10

21. Since September 1,1974 how many times has a DPI official visited your ABE program?

N	Mean	Min.	Max.	Number Visits	1	2	3	4	5
17	2.5	1	5	Number Resp	2	8	5	1	1

22. What are the most valuable services derived from a visit by a DPI representative?

Services	Least Value 1	2	3	4	Most Value 5
a. monitoring established DPI guidelines	2	5	8	2	1
b. program development assistance	1	4	4	5	4
c. interpreting and supporting your work	1	1	3	9	4
d. assisting in staff development	2	2	4	9	1
e. providing information on current developments in other merged areas	1	4	3	9	1

23. How aware is the director of Adult Education of your program's needs and problems?

	Unaware				Very Aware
	1	2	3	4	5
Number Resp.....0	1	4	6	6	

24. In your opinion, how supportive of your program has the local Director of Adult Education been?

	Not Supportive				Very Supportive
	1	2	3	4	5
Number Resp.....	0	2	3	4	8

25. In your opinion, how supportive of your program has the community college or vocational-technical school been?

	Not Supportive				Very Supportive
	1	2	3	4	5
Number Resp.....	1	3	5	2	6

26. In the day-to-day operation of your program, what things concern you most? (Describe briefly in the space below)

NOT INCLUDED IN THIS APPENDIX

Part II RECRUITMENT

27. Listed below are several methods that can be used to recruit students. Indicate how much emphasis, in general, is placed on each method for recruiting ABE students in your program.

Recruitment Method	Little or No Emphasis 1	2	3	4	Great Emphasis 5
a. Mass media publicity	0	4	6	3	5
b. Door-to-door canvassing	2	3	4	5	4
c. Referrals from agencies (e.g., employment, welfare)	0	1	5	4	8
d. Word-of-mouth	0	0	3	6	9
e. Co-sponsoring classes with community groups and organizations	3	2	4	7	2
f. Cooperation with local public schools	1	1	6	7	3
g. Other (specify)_____ e.g., mobile van, door-to-door survey, telephone survey	1	0	1	0	2

28. Do you believe that different recruitment methods are needed to effectively reach different target groups

Number	
18	( ) Yes
0	( ) No

29. If you answered "Yes" to Question 28, please answer this question. If you answered "No," please skip to Question 30. Below is a matrix with priority target groups listed at the left side. At the top of the matrix are listed several recruitment methods. For each priority group listed, indicate in the spaces to the right how much emphasis should be given to each recruitment method for recruiting persons in that group. Use the number 1 to designate Great Emphasis, 2 to designate Moderate Emphasis, and 3 to designate Little or No Emphasis. Note that every space in the matrix should contain a number (1, 2, or 3).

Recruitment Methods

Priority Target Groups	Door to Door Canvassing			Mass Media Publicity			Referral from Agencies			Co-Sponsored Classes			Word of Mouth			Cooperation with Public Schools		
	Hi	Med	Lo	Hi	Med	Lo	Hi	Med	Lo	Hi	Med	Lo	Hi	Med	Lo	Hi	Med	Lo
Grades 0-4	13	3	1	3	6	8	9	5	2	7	7	3	7	7	2	2	5	10
5-8	12	4	1	4	11	2	7	8	1	5	8	4	7	2	2	2	9	6
9-12	7	6	4	11	3	2	6	9	1	4	8	5	10	4	2	8	7	2

30. Of the ABE students who enrolled in the first week of classes about what percentage were still regularly in attendance by the sixth week of class?

N=16
Mean=
Min.=59%
Max. =95%

Percent attending	60%	65%	70%	75%	80%	85%	90%	95%
Number Responding	3	1	2	2	3	1	2	2

31. How much emphasis do you currently place on paid recruiters (regardless of source of funds) to recruit students for your ABE program?

	Little or No Emphasis				Great Emphasis
	1	2	3	4	5
Number Responses..	4	1	5	4	4

32. What priority do you assign to recruiting students from the following groups?

	Recruitment Priority				
	Little or No Priority				Great Priority
	1	2	3	4	5
a. Young adults	0	3	5	5	5
b. Minorities	3	2	3	4	6
c. Migrants	3	4	4	5	3
d. Institutionalized adults	1	2	5	5	5
e. Males	2	2	5	6	3
f. Unemployed	0	0	3	7	7
g. 0-4 level	0	0	2	4	11
h. 5-8 level	0	0	2	6	9
i. 9-12 level	0	0	6	6	6
j. Rural adults	1	0	2	9	6
k. Urban adults	2	1	1	8	5

33. Is your current enrollment as high as budgetary resources permit?

Number	
13	( ) Yes
3	( ) No

34. During the past year, to what extent has your program experienced difficulty in recruiting the kinds of students you want to reach?

	Little or No Difficulty				Great Difficulty
	1	2	3	4	5
Number Responses...	1	2	7	7	0

35. What percentage of your ABE teachers have recruitment responsibilities?

N=18
Mean=68.8

Percent Teachers...	0-5%	30%	60%	75%	85%	90%	95%	100%
Number Responses...	4	1	1	1	1	1	1	8

36. On the average, about how many hours does the typical staff member spend on recruitment each week?

	Staff Category	Hours per week/No. Responses None	1-5	6-10	11-20	over 20
N=14; mean=1.4	Teacher	2	12	0	0	0
N=11; mean=5.4	Aide (paraprofessional)	5	3	1	1	1
N=13;mean=1.8	Counselor	9	2	1	1	0
N=16; mean=8.7	ABE Coordinator	0	7	8	0	1
N=12; mean=0.9	Director of Adult Education	5	7	0	0	0
N=7; mean=10.2	Other (specify)_____ e.g., recruiter (4); secretary; information center.	1	2	1	3	

37. Approximately what proportion of your ABE budget and of your own administrative time is normally allocated for recruitment of ABE students? (Exclude released impounded funds)

N	Mean	Min.	Max.	Percent...	0%	1-4%	5-9%	10-19%	20+%
14	5.0%	0%	20%	Budget.....	5	1	5	2	1
15	17.1%	0%	80%	Administrative Time....	1	1	1	7	5

Part III STAFFING

38. To what extent do you take the following criteria into account in selecting teachers for ABE classes?

Staffing Criteria	Little or No Extent				Great Extent
	1/5	2/4	3/4	4/5	5/0
a. A teaching certificate	0	5	4	6	3
b. Experience teaching adults	12	4	2	0	0
c. Sex	9	5	4	0	0
d. Age	9	6	3	0	0
e. Minority background	5	2	6	3	2
f. Elementary teaching experience	8	4	4	2	0
g. Formal training in adult education	0	0	0	2	16
h. Personality	0	0	0	3	15
i. Commitment to ABE	5	2	7	4	0
j. Counseling experience					

39. This question concerns what the composition of your instructional staff is in terms of age, sex, ethnicity, and training. If you have a certain proportion of teachers in a given category, e.g.,

		PERCENTAGE OF TEACHERS IN EACH CATEGORY/ Number of Responses						
		0%	1-9%	10-19%	20-29%	30-39%	40-49%	50+%
	Age							
N=18;Mean=39.8%	Under 35.....	0	0	2	5	3	2	6
N=18;Mean=42.2%	35-49	0	0	3	2	4	2	7
N=18;mean-14.7%	50 or more	2	4	5	5	2	0	0
	Sex							
N=17;mean=27.3%	Male	1	0	7	4	0	1	4
N=17;mean=72.7%	Female	0	0	0	1	1	1	14
	Ethnicity							
N=17;mean=7.0%	Black	11	4	1	0	0	0	1
N=17;mean=90.3%	White	0	0	0	0	0	0	17
N=14;mean=2.5%	Hispano-American	10	3	0	1	0	0	0
	Other (specify)___ _____							
	Training							
N=17;mean=56.2%	Elementary Education (K-6)	0	1	0	1	0	4	11
N=17;mean=42.2	Secondary Education	0	2	2	2	3	1	7
	Other Education Training (specify) a. _____ b. _____							
N=13;mean=11.5%	No prior preparation in education	3	4	3	1	1	0	1

40. How much influence does each of the following have on the initial decision to employ an ABE teacher?

	Little or No Influence				Great Influence
	1	2	3	4	5
a. ABE coordinator	0	0	0	1	17
b. ABE teachers	4	2	6	5	1
c. ABE students	9	3	4	0	1
d. Director of Adult Education	2	6	4	5	2
e. Local School District AE Coordinator	3	3	5	1	4
f. Co-sponsor	5	1	7	3	2

41. How much influence does each of the following have on the decision to retain an ABE teacher?

	Little or No Influence				Great Influence
	1	2	3	4	5
a. ABE coordinator	0	0	0	4	14
b. ABE teachers	7	3	5	1	1
c. ABE students	3	2	3	4	6
d. Director of Adult Education	0	5	7	2	4
e. Local school district AE coordinator	4	3	7	0	3
f. Co-sponsor	5	1	7	3	2

42. Do you make any effort to recruit ABE teachers from outside the local public school system?

NO.	
18	( ) Yes
0	( ) No

43. In overall performance some teachers and aides are clearly superior to others in the ABE program. About what proportion of your ABE instructional staff are:

AIDES 0%	25%	33%	50%	100%	Performance (Mean)	PERCENT TEACHERS/NUMBER RESPONDING 0%	1-9%	10-19%	20-29%	30-49%	50-69%	70+
5	0	1	1	3	a. Excellent(40.3%)	0	0	7	1	2	3	5
4	1	1	1	3	b. Very good(31.1%)	1	1	3	4	4	5	0
6	2	0	1	1	c. Good (21.1%)	1	3	2	9	3	0	0
9	1	0	0	0	d. Fair (6.2%)	7	5	5	1	0	0	0
10	0	0	0	0	e. Poor (0.8%)	15	3	0	0	0	0	0

Total:

44. Not all teachers are equally satisfied with their work in ABE. About what proportion of your ABE teachers are:

N	Mean	Satisfaction	PERCENT TEACHERS/NUMBER RESPONDING 0%	1-9%	10-19%	20-29%	40-69%	70-89%	90+%
17	75.5%	a. Very satisfied	0	0	1	0	3	7	6
17	21.3%	b. Moderately satisfied	11	3	3	7	2	0	0
17	3.1%	c. Dissatisfied	11	4	1	1			

45. What is your annual rate of ABE teacher turnover?

N=17

Mean=11.7%

Rate of Turnover	0	1-9	10-19	20-29	30	50
Number Responding..	1	9	3	2	1	1

46. How important to your ABE program are aides and volunteers?

	Unimportant				Very Important
	1	2	3	4	5
Number Respond.	4	5	4	1	3

47. Who follows up the students who drop out of the ABE program before their objectives are met? (Check all that apply)

16	a.	Teacher
3	b.	Aide or volunteer
4	c.	Counselor
12	d.	Recruiter
16	e.	Coordinator
10	f.	Co-sponsor

Part IV. INSTRUCTION

48. Of the instructional materials used in your ABE class(es), about what proportion are

N	Mean %		Minimum	25th %-ile	median	75th %-ile	Maximum
18	59.1%	a. Used as commercially published	5%	40%	60%	80%	95%
18	23.2%	b. Adapted by teachers from commercially published materials	0%	7.5%	20%	27.5%	80%
18	11.3%	c. Developed by teachers	5%	8%	10%	20%	30%
18	5.8%	d. Developed by local cooperative effort	0%	0%	5%	10%	20%

49. What percentage of your ABE classes are conducted in each of the following types of locations?

N	Mean %		Minimum	25th %-ile	Median	75th %-ile	Maximum
18	21.2%	a. Clustered classes held in a center day and evening	0%	0%	15%	40%	75%
18	29.8%	b. Scattered classes in school buildings, after school	5%	10%	28%	38%	80%
18	20.9%	c. Scattered outreach classes in facilities of co-sponsors	0%	10%	20%	25%	40%
18	25.5%	d. Outreach classes in facilities of community organizations	0%	10%	20%	42%	60%
18	2.6%	e. Other (specify)_____	0%	0%	0%	6%	10%

100%

50. In every program, someone has primary responsibility for orienting new students. In your program, who has this responsibility? (Check one)

Number	
2	1( ) ABE Coordinator
1	2( ) AE Director
16	3( ) Teacher
0	4( ) Counselor
0	5( ) Aide or volunteer
0	6( ) Paid recruiters
0	7( ) School district AE coordinator
0	8( ) Other students

51. Often, ABE programs make an initial assessment of an entering student's achievement level. In what sequence are the various assessment methods suggested below used? Indicate sequence by writing in the number 1 for the first method used, 2 for the second, and so on for as many of the methods below which are used.

	SEQUENCE/NUMBER RESPONDING			
Assessment Method	1st	2nd	3rd	4th
a. Standardized test	1	4	5	2
b. Locally developed test	0	7	3	2
c. Interview	15	2	0	0
d. Previous records	1	4	3	4
e. No preference (check)		(none)		

52. Who makes the initial assessment of student achievement level? (Check one)

0	1( ) Counselor
2	2( ) Coordinator
15	3( ) Teacher
0	4( ) Aide or volunteer

53. Regarding the administration of diagnostic placement tests, when are these tests usually administered? (Check one)

Number	
4	1( ) Never
6	2( ) At time of enrollment
8	3( ) Sometime after enrollment

54. If you do use standardized achievement tests, which ones do you use in normal practice?

English, Follet Survey Form A, Stanford Achievement, WRAT (math), RFU (Reading), WRAT, California TABE, California Achievement, CED diagnostic, California (rarely)

55. What emphasis is placed on student records (from classes, learning center, referral agencies, etc.) for each of the following purposes?

	Little or No Emphasis			Great Emphasis	
	1	2	3	4	5
a. Evaluate student progress in program	4	2	6	4	2
b. Place students in class	6	1	7	4	0
c. Refer students to other programs, employers, etc.	2	3	8	3	1
d. Counsel students	2	1	11	3	1
e. Prepare reports for ABE coordinator	4	1	6	3	4

56. To what degree are the following sources of information emphasized for evaluating student progress? Assign 1 to the source which is emphasized most, 2 to the next most important source, and 3 to the least important source.

ORDER OF EMPHASIS/NUMBER RESPONDING

Source of Information	1st	2nd	3rd
a. Teacher developed classroom tests	1	12	4
b. Standardized achievement tests	0	5	12
c. Teacher observation	16	1	0

57. In regard to periodic reviews of student progress, which of the following procedures receives priority? Indicate order of priority by assigning assigning 1 to the highest priority procedure, 2 to the next highest priority procedure , and 3 to the lowest priority procedure.

PRIORITY/NUMBER RESPONDING

Procedure for Reviewing Student Progress	1st	2nd	3rd
a. Summary review by teacher	4	12	1
b. Staff conference	0	2	15
c. Teacher-student conference	13	3	1

58. If standardized achievement tests are used to evaluate student progress, are they administered at regular intervals?

1 1( ) Yes

13 2( ) No

59. (If yes), at what intervals are they administered? No one responded to this item.

1( ) Every 100 hours of instruction

2( ) Every 150 hours of instruction

3( ) Every 200 hours of instruction

60. What emphasis is given to various ABE subjects? Rank order importance by numbering most important 1, least important 6.

	RANK ORDER/NUMBER RESPONDENTS					
	1st	2nd	3rd	4th	5th	6th
a. Reading, writing and communication skills	12	1	0	2	0	0
b. Mathematics	0	12	1	0	3	0
c. Health education	0	0	3	2	2	7
d. Consumer education	0	2	2	4	5	1
e. Social studies, civics	0	0	3	4	1	5
f. Coping (how to apply for a job, obtain legal assistance, deal with landlords, socialization)	3	0	5	2	3	1

61. There are a variety of instructional methods that can be used to accommodate differences among students. How much emphasis is placed on each of the following instructional methods to accommodate differences among students?

Instructional Method	Little or No Emphasis				Great Emphasis
	1	2	3	4	5
a. One-to-one instruction in the classroom	0	0	1	2	15
b. Group students with similar problems or interests together	0	1	4	7	6
c. Send students to independent learning center or similar facility	6	3	7	0	2
d. Make individual reading, writing, or math assignments	0	3	5	5	5
e. Use programmed materials	1	5	7	5	0
f. Tutor outside classroom	3	6	4	2	3

62. There are many ways in which a student can participate in the instructional process. To what extent do students participate in their instruction in each of the following ways. Rank order the six types of participation listed below by frequency of use. Assign 1 to the type of participation that is used most frequently, 2 to the type that is used next most frequently, and so on for all six options.

Type of Participation	1st	2nd	3rd	4th	5th	6th
a. Pairs or small groups of students practice skills together	4	3	4	5	1	0
b. Small groups participate in discussion and problem solving	1	2	8	4	1	2
c. Use of simulated learning situations (e.g., games, role playing)	0	0	2	4	5	6
d. Through planning and evaluating their educational experiences	1	6	0	0	7	3
e. Through one-to-one instructional interaction with teacher	11	5	0	0	0	0
f. Through use of programmed materials	0	1	3	5	3	[illegible]

63. Are aides currently assigned to any of your ABE classrooms?

Number	
10	1( ) Yes
8	2( ) No

64. (If aide), about what proportion of the aide's time is spent performing the following duties?

N=10 Mean Time	Aide Duties	PERCENT OF TIME Minimum	Median	Maximum
8.5%	a. Clerical	0%	0%	40%
6.0%	b. Housekeeping	0%	0%	30%
70.0%	c. Instructional	15%	70%	100%
5.0%	d. Counseling	0%	0%	30%
3.5%	e. Recruiting	0%	0%	20%
7.0%	f. Childcare	0%	0%	50%
	Total:		100%	

65. (If aide), what proportion of the aide's instructional time is spent working with students in the following ways (if the aide performs an instructional role)?

N=11 Mean Time	Aide Instructional Roles	PERCENT OF TIME Minimum	Median	Maximum
65.9%	a. Individual tutoring	10%	50%	100%
32.3%	b. Working with small groups	0%	40%	90%
1.8%	c. Teaching class as a whole	0%	0%	10%
	d. Other (specify) none			
	Total:		100%	

66. In addition to performing an instructional role, teachers may help students with personal and vocational problems. In your program, how important is it for teachers to help students with personal and vocational problems?

	Not Important				Very Important
	1	2	3	4	5
Number Responses..	0	1	2	5	9

67. Is an independent learning center or similar self-instructional facility available to your ABE students?

Number		
15	1( )	Yes
3	2( )	No

(If no, skip to Question 69)

68. What part does an independent learning center or similar facility play in the instruction of your students? (Check all that apply)

Number		
4	1( )	None
7	2( )	Provides remedial work for students referred by teacher
5	3( )	Provides diagnostic services for new ABE students
7	4( )	Provides instruction in designated content areas or skills as an integral part of curriculum
12	5( )	Provides individualized services for students who request them
2	6( )	Provides periodic testing of student achievement

69. What patterns of student contact with the teacher prevail in the ABE classroom? Assign 1 to the pattern of contact which receives the most emphasis, 2 to the pattern which receives the next most emphasis, and so on for all five patterns of contact.

Pattern of Contact	RANK/NUMBER RESPONDING 1st	2nd	3rd	4th	5th
a. Instructor rotates at random	9	5	3	1	0
b. Instructor rotates among students according to a pre-established plan	2	3	2	5	5
c. Instructor comes to student at student's initiative	4	8	3	2	1
d. Student comes to instructor at instructor's initiative	0	2	1	4	10
e. Student comes to instructor at student's initiative	3	0	8	5	1

Part V IN-SERVICE EDUCATION

70. Approximately how many dollars and what proportion of operating funds are required for you to do an acceptable job of providing in-service education for your staff (local teacher training, quadrant, state-wide activity, etc.)?

Dollars Mean= $2,031; Minimum=$400; Maximum=$3,500. N=13

Proportion of funds Mean=3.6%; Minimum= 0.3%; Maximum = 6.0% N=10

71. What proportion of your ABE budget and your administrative time is allocated for in-service education (e.g., workshops, conferences, courses) for all categories of staff (e.g., teachers, aides, administrators)?

Proportion of Budget Mean=4.2%; Minimum=0.3%; Maximum=20% N=11

Proportion of Administ. Time Mean=8.3%; Minimum=2.0%; Maximum=25%; N=14

72. For each staff category that follows, what is the proportion of the total in that category who attendeded an in-service workshop, university course, or conference during the past year?

	Staff Category	Mean	Maximum	Minimum
		PERCENTAGE THAT ATTENDED		
N=17	a. Teachers and Counselors	84.9%	100%	20%
N=12	b. Aides	47.8%	100%	0%
N=17	c. Coordinators	90.4%	100%	50%
	d. Others (specify)_____			

73. What criteria are used to select participants for in-service education (e.g., prior training, supervisor selection, duration of employment, self-selection, category of position)?

Major options listed self-selection (10)

supervisor selection (2)

category of position (2)

all should attend (3)

74. In-service education can take several forms. Rank order the forms listed below according to the degree of emphasis they are given in your program. Number the most important 1, the least important 6.

	RANKED EMPHASIS/NUMBER RESPONS					
	1st	2nd	3rd	4th	5th	6th
a. Novice-master assignment	3	2	1	1	2	8
b. Coaching by coordinator or supervisor	6	4	2	3	2	0
c. Workshops and conferences conducted by your local ABE program	7	3	5	2	0	0
d. Other workshops and conferences conducted by others (state or regional agencies or other institutions, e.g., university)	0	4	3	7	3	0
e. Participation in university courses (on or off campus)	0	0	0	2	8	7
f. Class visitation	1	4	6	2	2	2

75. On the average, how many days do persons in each staff category devote to participation in in-service education in their first year with the ABE program and in subsequent years (if none, so indicate)?

	FIRST YEAR				SUBSEQUENT YEARS			
	N	Mean	Min.	Max.	N	Mean	Min.	Max
a. Teachers and Counselors	15	3.8	½	8	14	3.4	1	8
b. Aides	10	2.5	0	8	10	2.5	0	8
c. Coordinators	15	8.0	½	14	13	6.5	0	11
d. Directors	10	3.1	0	10	9	3.1	0	10
e. Others (specify)_____								

_____

76. What categories of staff perform the main functions in planning and conducting local in-service education (e.g., appraisal of needs, setting objectives)? For each of the functions listed below, indicate which staff members have major responsibility by placing the appropriate numbers preceding each staff category in the blank space following the function

In-Service Functions	STAFF MEMBERS/NUMBER RESPONSES: State Staff	Director	Coordinator	Teacher	Counselor	Co-Sponsor	Other
a. Appraisal of needs	2	7	15	12	1	3	0
b. Setting objectives	7	9	14	10	0	1	0
c. Identifying resources	11	11	14	7	2	2	1
d. Organizing program	4	3	17	4	0	1	0
e. Conducting program	6	2	15	10	0	1	1
f. Evaluating program	4	7	16	12	0	4	0
g. Following up on learning gains	1	1	15	9	0	4	0

77. What incentives are most important in encouraging participation in your in-service education program? Indicate rank order (number most important 1, least important 6).

	RANK ORDER/NUMBER RESPONSES: 1st	2nd	3rd	4th	5th	6th
a. Required attendance	4	1	2	5	3	2
b. Extra pay	3	3	4	4	2	1
c. Expenses paid	5	5	7	1	0	0
d. Released teaching time	0	4	0	3	6	3
e. Academic credit	1	1	1	1	3	10
f. Conducted locally	5	4	4	3	2	0

78. Do aides receive pre-service or in-service training?

Number	
11	( ) Yes
2	( ) No

If yes, do teachers and aides attend these training sessions together?

11	( ) Yes
0	( ) No
2	No answer

79. Listed below are 16 topics which are often the focus of in-service education activities. Please complete the first column as follows: (1) read through the list of topics and place a checkmark next to those which were dealt with in any in-service education activities sponsored by or provided for your ABE program during the past three years; (2) for those topics which you checked complete the scale on "Past Emphasis in In-Service Education" by circling the appropriate number on each scale. Next, please complete the second column (all 16 items) to indicate your estimate of the priority of need for most ABE teachers in your program at the present time.

For checks, N=8	In-Service Topics	EMPHASIS/NUMBER RESPONSES/PRIORITY Past Emphasis on In-Service Education None 1	2	3	4	High 5	Current Priority for In-Service Need Low 1	2	3	4	High 5
8	a. ABE program orientation: Objectives, procedures, current developments, plans, reports	0	3	0	7	8	0	6	4	3	5
6	b. Differences in teaching adults and children	0	1	6	5	4	0	4	8	4	1
6	c. Philosophy of adult education	2	2	4	6	2	0	5	6	6	0
6	d. Understanding the student population, culture of poverty, ethnic group differences	0	2	7	4	3	1	0	8	5	3
3	e. Course organization: content selection, scheduling and sequencing topics, making lesson plans	0	3	7	3	0	1	4	6	2	2
7	f. Methods of instruction: selecting, adapting, and using	0	0	6	9	2	1	1	5	7	3
7	g. Instructional materials and aides: selecting, adapting, and using	1	0	6	7	3	1	2	5	8	2
3	h. Diagnosis of student needs, testing and evaluating achievement, student program prescription	1	0	3	7	2	1	2	5	6	1
8	i. Class control, management of student failure coping with lack of self-confidence	0	2	10	2	4	1	0	7	7	3

79. (Continued)

Number of Checks		Past Emphasis on In-Service Education					Current Priority for In-Service Need				
		None 1	2	3	4	High 5	Low 1	2	3	4	High 5
7	j. Counseling students in academic or personal matters	0	1	7	5	4	0	3	4	7	3
0	k. Working with aides and volunteers	5	3	1	1	0	7	3	3	1	0
8	l. Student recruitment and retention	0	0	3	6	9	0	0	5	6	6
5	m. Individualizing instruction	1	0	1	8	5	0	3	5	6	3
7	n. Improving human relations: teacher-student	0	0	2	6	9	0	3	3	3	8
4	o. Improving staff relationships within ABE	3	1	7	3	0	2	5	5	1	2
5	p. Teaching "coping" skills	2	2	6	3	2	0	1	5	7	3

80. To what extent has each of the following been an important outcome of in-service education? Rank order by assigning 1 to the outcome which has been achieved to the greatest extent, 5 to the outcome which has been achieved to the least extent.

Outcomes of In-Service Education	1st	2nd	3rd	4th	5th
a. Improved human relations skills and sensitivities	6	4	6	2	0
b. Better selection, organization, and evaluation of content	1	4	5	5	3
c. More effective individualization of instruction	3	3	5	6	1
d. Greater effectiveness in recruiting and orienting new students	3	4	2	3	6
e. Higher staff morale	5	3	0	2	8

Part VI COLLABORATION

81. How great a priority does your ABE program place on the development of collaborative relationships within your community?

	Minimal Priority				Great Priority
	1	2	3	4	5
Number Resp.	0	1	7	4	6

82. During the past year, have you employed staff members whose responsibility is to act as a liaison between the ABE program and the community?

Number
12 ( ) Yes
7 ( ) No

(If yes), how many full-time equivalent ?
N=7 Mean=2.26 Min=.25; Max.=4.0

83. (If yes), listed below are several functions commonly performed by liaison personnel. Rank the importance of these liaison functions for your own program by writing the number 1 in the space next to the most important function, and so on for all functions listed. Add any other functions performed by liaison personnel in your program.

Liaison Functions	1st	2nd	3rd	4th	5th
a. Recruiting students	8	0	2	0	0
b. Following up dropouts	1	5	2	2	0
c. Providing feedback on the success of the ABE program in the community	1	3	4	1	0
d. Establishing co-sponsorship	1	1	1	4	0
e. Other (specify)_____	1	0	0	0	2

e.g., awareness, developing promotional materials, slide shows, brochures

84. Have you or your staff experienced any major conflict or problems in working with other organizations that co-sponsor classes or refer students?

Number
1 ( ) Yes
16 ( ) No

85. (If yes), describe the major problems in working relationships and why they seem to occur.

see text

86. During the past year, to what extent has your program experienced difficulty in establishing contact with potential co-sponsors and agencies that refer students?

	Little or No Extent				Great Extent
	1	2	3	4	5
Number Responses..	9	6	3	0	0

87. How important to your program is each of the following agencies as a co-sponsor or source of student referral? (Circle appropriate number)

		NUMBER RESPONSES Importance		
		Low	Medium	High
a.	Social service	2	6	10
b.	Public and private schools	5	8	5
c.	Public health organizations	10	7	1
d.	CAP agencies	3	6	8
e.	Employment agencies	3	7	8
f.	Churches	14	3	1
g.	Business and industry	6	9	3
h.	Institutions (county homes, hospitals)	1	8	9
i.	University extension	15	2	0

88. Co-sponsored classes may terminate for any number of reasons. Rank the following reasons for terminating according to their frequency in your own program by writing 1 in the space next to the most frequent reason for termination, 2 next to the second most frequent reason, and so on for all reasons listed. Add any other reasons why co-sponsored classes are terminated in your program.

Reason for Termination	RANK ORDER OF FREQUENCY/NUMBER RESP. 1st	2nd	3rd	4th	5th
a. Enrollment declines below the minimum needed to continue class	10	4	0	0	0
b. The educational needs of the co-sponsor are met and classes are no longer needed	3	5	2	1	0
c. A teacher cannot be found to instruct the class	0	0	3	8	0
d. The co-sponsor makes demands on the program that are too costly to meet	1	2	6	1	0
e. Other (specify) Out of money	1	1			
Migrant population moved					

comments: some noted that no classes had been dropped within past year.
one said "b,c,d, do not apply."

89. Listed below are some benefits that ABE programs may gain from co-sponsorship of classes and collaboration with agencies that refer students. How important are the benefits that your program receives from collaboration?

Benefits of Collaboration	IMPORTANCE/NUMBER RESPONDING Minimally Important 1	2	3	4	Very Important 5
a. Recruitment of students through co-sponsored classes	0	0	2	5	10
b. Provision of support services by collaborating organizations (e.g., child care, counseling, transportation)	1	4	4	4	4
c. Extension of ABE to hard-to-reach segments of the target population through co-sponsored classes	0	2	3	6	6
d. Increased public awareness of program through co-sponsorship and collaboration with referral agencies	0	0	6	8	4
e. Obtaining additional operating funds through co-sponsorship arrangements	10	1	4	1	1
f. Provision of feedback about your program through interaction with collaborating organizations	2	3	5	6	1
g. Increased community support for ABE through collaboration with other organizations	1	2	3	9	2
h. Provision for feedback about students from collaborating agencies	1	3	8	3	2

90. Listed below are six disadvantages sometimes incurred by ABE programs as a result of co-sponsorship of classes and collaboration with agencies that refer students. To what extent has your program experienced each of these disadvantages?

Disadvantages of Collaboration	EXTENT OF DISADVANTAGE/NUMBER RESPONDING Minimal Extent 1	2	3	4	Great Extent 5
a. Loss of program flexibility as a result of collaboration	8	3	3	4	0
b. Decrease in administrative autonomy as a result of collaboration	8	7	2	0	1
c. Collaboration results in serving students not representative of target population the program is trying to reach	8	4	4	1	1
d. Increase in unit cost (per instructional hour) as a result of collaboration	6	8	4	0	0
e. More of your time than desirable spent on arranging for and administering collaborative efforts	8	5	2	2	0
f. Interference in the operation of your ABE program	10	5	1	1	1

91. Approximately what percentage of your ABE classes are co-sponsored?

N = 17
Mean = 31.8%

Percentage	0%	1-9%	10-19%	20-29%	30-40%	70-95%
Number Responses	0	2	5	3	4	3

Part VII GOAL SETTING

92. There are a number of factors that can influence goal-setting and program priorities. Indicate to what extent each factor listed below influences the goals and priorities of your local ABE program.

Factor	Influence on Goals and Priorities: Little or None 1	2	3	4	Great 5
a. State ABE plan	1	1	4	7	5
b. General population characteristics	0	0	7	4	7
c. Expectations of the students	0	0	4	5	8
d. Relations with community college/ voc.-tech. system	0	5	7	6	0
e. GED exam	0	2	3	9	4
f. Expectations of community	1	5	8	3	0

93. Do you currently have an active advisory committee exclusively concerned with ABE?

Number	
4	( ) Yes
14	( ) No

94. (If yes), how important to your program is each of the following functions of your area ABE advisory committee?

Committee Functions	Importance: NUMBER RESPONDING Low	Medium	High
a. Standard setting	3	1	0
b. Identifying problems	0	2	2
c. Consultation on decision making	1	3	0
d. Identifying resources	0	2	2
e. Assessing program progress	0	3	1
f. Program promotion and advocacy	0	0	4

95. Have the goals and objectives of your ABE program been formulated in writing?

Number	
11	( ) Yes
6	( ) No

96. How important is it that all those involved in program implementation actively participate in an organized discussion for the purpose of setting specific goals for the area ABE program? (Check one)

Number	Importance
9	( ) High
8	( ) Medium
1	( ) Low

97. There are many possible goals that an ABE program might help students achieve. Rank the program goals below according to the degree of emphasis actually placed on them by writing 1 in the space next to the most important goal, 2 next to the second most important goal, and so on for all six goals.

ABE Goals	RANKED IMPORTANCE/NUMBER RESP. 1st	2nd	3rd	4th	5th	6th
a. Increased self-confidence of students	8	4	3	3	2	0
b. Completion of 8th grade level	0	1	3	6	3	3
c. Increased competency in language and computational skills	4	6	4	4	0	0
d. Preparation for high school equivalency exam	3	1	2	3	6	3
e. Increased ability to cope with adult-life roles and problems	3	6	2	2	3	1
f. Prepare students to meet special short-term goals (e.g., prepare for civil service exam)	0	0	4	0	4	10

98. In each box below, indicate the areas of decision-making which are the responsibility of each staff position included across the top of the matrix in terms of the functions designated in the left column. Write in the number(s) of the Areas of Decision Making listed below the matrix in the appropriate box.
RESPONSES TALLIED ON FOLLOWING PAGE

	State DPI	Adult Director	ABE Coordinator	Recruiters	Teachers	Co-sponsors	Students	School District Coordinator
Setting Standards								
Identifying Problems								
Identifying Resources								
Consultation in Decision-Making								
Power to Make Decisions								
Assessing Effectiveness of Decisions								

Areas of Decision Making

No. 1 = Recruiting

No. 2 = Staffing

No. 3 = Instruction

No. 4 = In-Service

No. 5 = Collaboration

THANK YOU !

Addendum: tallied responses to item number 98.

AREAS OF RESPONSIBILITY/NUMBER OF RESPONSES

		State DPI	Adult Director	ABE Coordinator	Recruiters	Teachers	Co-sponsors	Students	Sch. Dist. Coord.
Setting Standards	Recruiting	4	7	12	7	5	7	2	3
	Staffing	5	10	12	0	2	6	0	4
	Instruction	5	3	12	0	11	4	4	2
	In-Service	11	9	12	0	8	2	0	1
	Collaboration	5	8	10	2	3	6	1	3
Identifying Problems	Recruitment	4	6	13	11	8	6	4	3
	Staffing	1	8	12	3	4	6	4	7
	Instruction	1	3	13	3	11	5	10	4
	In-Service	5	5	13	1	11	2	1	2
	Collaboration	3	6	11	4	6	4	2	5
Identifying Resources	Recruiting	5	0	0	0	6	4	2	3
	Staffing	2	0	0	0	8	7	1	7
	Instruction	6	0	0	0	11	5	3	2
	In-Service	11	0	0	0	9	2	0	0
	Collaboration	8	0	0	0	3	2	1	2
Consultation on Decision-Making	Recruitment	7	0	0	0	7	6	3	3
	Staffing	3	0	0	0	3	5	1	7
	Instruction	6	0	0	0	12	3	6	3
	In-Service	8	0	0	0	10	2	0	1
	Collaboration	6	0	0	0	6	6	0	4
Power to Make Decisions	Recruitment	2	0	0	0	2	3	0	2
	Staffing	1	0	0	0	1	2	0	2
	Instruction	1	0	0	0	8	2	1	2
	In-Service	6	0	0	0	2	1	0	1
	Collaboration	1	0	0	0	2	4	0	2
Assessing Effectiveness of Decisions	Recruitment	6	9	12	8	5	3	2	3
	Staffing	3	10	11	2	3	4	4	3
	Instruction	4	5	12	3	10	5	6	3
	In-Service	6	9	12	1	7	2	0	0
	Collaboration	3	8	10	3	3	7	1	1

STATEWIDE PROGRAM EVALUATION

N=17 Adult Education Director's Questionnaire

Marginals: absolute number of respondents

THESE QUESTIONS PERTAIN TO THE ABE PROGRAM OPERATING IN YOUR MERGED AREA

1. In what ways are you most directly involved in the ABE program? (Circle appropriate number)

	No Involvement 1	2	3	4	Great Involvement 5
a. Selection of ABE coordinator	0	0	0	0	17
b. Selection of ABE teachers	0	7	6	2	2
3 c. Work with ABE area advisory committee	7	5	2	1	1
d. ABE curriculum development and instruction	1	5	7	3	1
e. Student recruitment for ABE classes	1	8	5	2	1
1 f. ABE staff development	0	3	8	6	0
g. Supervision of ABE fiscal management	0	0	1	6	10
h. Liaison between the ABE program and community groups and organizations	0	2	10	4	1
i. Other (specify) develop/arrange facilities				1	

2. Do you feel you should have greater involvement in any of the areas specified above? If so, underline the item(s) in which you would prefer to have a greater involvement than you do now.

Number of responses indicated to left of item number above

3. How many times since September 1, 1974, have you conferred with the ABE coordinator about ABE program plans and problems? (numbers estimated)

N=16	10-12	20-30	50-60	100+
min.=10	3	6	3	4
max.=daily				

4. What proportion of your time as Director of Adult Education is devoted to the ABE program?

N=17	0-9	10-19	20-29	30	40	60
Mean=18.1	5	6	2	2	1	1

5. How many times since September 1, 1974, have you been visited by a DPI representative to discuss the ABE program?

N=17
Mean=2.8

never	once	two	3-4	5-6
1	2	6	5	3

Would you prefer more frequent visits to discuss the ABE program?

4 Yes 10 No

6. What are the most valuable services to be derived from a visit by a DPI representative?

	Little Value 1	2	3	4	Great Value 5
a. monitoring established DPI guidelines	0	3	8	4	1
b. program development assistance	1	2	5	3	6
c. interpreting and supporting work of ABE coordinator	0	2	5	6	4
d. assisting in staff development	0	0	4	9	4
e. providing information on current developments in other merged areas	0	1	2	4	10

7. How frequently do you receive written reports pertaining to the ABE program from the coordinator?

no regular written reports	9
monthly	2
quarterly	4
semi-annually	1
annually	1
other (specify)_____	5

e.g., daily discussion
as need arises re: specific items

8. How would you assess the general excellence of the ABE program in your merged area compared to others in Iowa? (Check one)

a.	Among the top 10 percent	7
b.	Better than most	5
c.	About average	4
d.	Somewhat below average	1
e.	Among the bottom 10 percent	0

9. How would you describe the degree of public awareness of the ABE program in your merged area:

Little or No Awareness				Great Awareness
1	2	3	4	5
0	3	7	6	1

10. What proportion of your total adult education budget is allocated to each of the following programs (exclusive of released impounded funds):

		Percent Allocated Number Directors Responding					
percent		0-9	10-19	20-29	30-39	40-49	50+
Mean=17.1a.	General Adult Continuing Education	4	7	3	1	1	1
Mean=22.9b.	ABE	3	6	2	4	1	1
Mean=29.7c.	Career Supplementary Education	3	2	3	5	1	3
Mean=30.4d.	Other	2	5	3	2	1	4

11. In each box below, indicate the areas of decision-making which are the responsibility of the State DPI, the ABE coordinator, and yourself. For the functions designated in the left column, write the appropriate number(s) of the Areas of Decision-Making listed below the matrix in each box.

Functions	State DPI						ABE Coordinator						Adult Education Director					
AREA:	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Recruiting Students Number Respond:	9	5	7	7	3	3	8	11	9	8	11	8	9	5	7	10	9	11
Staffing Number Respond:	9	5	7	5	2	4	9	11	8	9	11	7	8	2	6	12	8	12
Instruction Number Respond:	9	6	8	8	1	4	8	12	9	9	11	7	5	3	6	11	9	12
Staff In-Service Training Number Respond:	9	7	8	8	5	7	8	12	10	9	13	8	6	4	4	11	11	12
Collaboration/ Cooperation with Community Agencies Number Respond:	3	3	5	3	1	4	6	10	12	9	11	7	6	3	4	11	9	11

Areas of Decision-Making

No. 1 = Setting Standards
No. 2 = Identifying Problems
No. 3 = Identifying Resources
No. 4 = Consulting on Decision-Making
No. 5 = Making Decisions
No. 6 = Assessing Effectiveness of Decisions

12. In your opinion how supportive of the ABE program has DPI been?

Not Supportive				Highly Supportive
1	2	3	4	5
		1	2	14

13. What formal preparation have you had in adult education? (Check one)

3	1( )	Completed graduate degree in adult education
1	2( )	Working on graduate degree in adult education
10	3( )	Completed one or more college or university credit courses in adult education
3	4( )	No formal training in adult education

14. How active are you in adult education professional associations?

10	1( )	Very active (e.g., usually attend meetings)
7	2( )	Moderately active (e.g., attend some meetings)
0	3( )	Member--not active
0	4( )	Not a member

15. To which of the following adult education professional associations do you belong? Place a checkmark in the appropriate blanks below.

Iowa Association of Lifelong Learning	14
NAPCAE	14
AEA	5
MVAEA	12
Other (specify)_____	4
_____	_____

16. As you look ahead to the next five years or so, how central is adult education to your career plans?

Not Central				Very Central
1	2	3	4	5
0	0	1	4	11

17. What do you see as the two or three major problems of the ABE program in your merged area?

_____

_____

_____

_____

_____

_____

_____

_____

THANK YOU !

STATEWIDE MARGINALS
N=142

FORM A · INTENDED PRACTICE

ABE Teacher's Questionnaire

1. Are you employed full-time (20 or more hours per week) or part-time in adult basic education (ABE)?

89.4 %	1	Part-time
10.6 %	2	Full-time N=15

2. (If part-time), what is your full-time occupation?

11.6 %	1	Elementary school teacher (K-6)
15.5 %	2	Secondary school teacher (7-12)
47.3 %	3	Homemaker
25.6 %	4	Other (specify)

3. (If full-time), what was your last full-time position? (N=21)

23.8 %	1	Elementary school teacher (K-6)
47.6 %	2	Secondary school teacher (7-12)
19.0 %	3	Homemaker
9.5 %	4	Other (specify)

4. What type of class(es) do you currently teach?

2.8 %	1	English as a second language (ESL)
21.3 %	2	High school completion (9-12)
13.5 %	3	Basic education for native born (0-8)
57.4 %	4	Both high school completion and basic education
1.4 %	5	Other (specify)
3.5 %	6.	Retarded adults

STATEWIDE MARGINALS
N=164

ABE Teacher's Questionnaire

FORM B: CURRENT PRACTICE

1. Are you employed full-time (20 or more hours per week) or part-time in adult basic education (ABE)?

93.3 %	Part-time
6.7 %	Full-time

2. (If part-time), what is your full-time occupation?

10.1 %	Elementary school teacher (K-6)
20.1 %	Secondary school teacher (7-12)
50.3 %	Homemaker
19.5 %	Other (specify)

3. (If full-time), what was your last full-time position?

25.0 %	Elementary school teacher (K-6)
25.0 %	Secondary school teacher (7-12)
12.5 %	Homemaker
37.5 %	Other (specify)

Missing = 148

4. What type of class(es) do you currently teach?

3.1 %	English as a second language (ESL)
24.2 %	High school completion (9-12)
8.7 %	Basic education for native born (0-8)
48.4 %	Both high school completion and basic education
5.6 %	Other (specify)
9.9 %	Classes for mentally retarded

this prob ly understated

FORM A INTENDED PRACTICE

5. Do you teach mostly beginning, intermediate, or advanced level students?

9.9 %	1	Beginning level (0-4)
17.6 %	2	Intermediate level (5-8)
25.4 %	3	Advanced level (9-12)
47.2 %	4	Mixed (more than one level)

6. What time of day do you teach in ABE?

23.9 %	1	Day (before 5 p.m.)
57.7 %	2	Evening
18.3 %	3	Both day and evening

7. In what type of facility is your ABE class held?

31.0 %	1	Public school building
12.7 %	2	Community college building
4.2 %	3	Industrial plant, business, hospital or other employer of students
19.7 %	4	Church or community organization facility
26.8 %	5	Other, including several facilities (specify)
5.6 %	6.	County Home or similar institution.

8. As of June, 1975, about how many years of ABE teaching experience will you have had?

1 year	32.4 %	5 years	12.2 %	
2 years	15.1 %	6 years	10.8 %	Mean = 3.2 years
3 years	12.9 %	7 years	4.3 %	Median = 2.7 years
4 years	7.9 %	8 or more	4.3 %	

FORM B: CURRENT PRACTICE

5. Do you teach mostly beginning, intermediate, or advanced level students?

12.4 %	1	Beginning level (0-4)
14.9 %	2	Intermediate level (5-8)
26.1 %	3	Advanced level (9-12)
46.6 %	4	Mixed (more than one level)

6. What time of day do you teach in ABE?

20.9 %	1	Day (before 5 p.m.)
61.3 %	2	Evening
17.8 %	3	Both day and evening

7. In what type of facility is your ABE class held?

35.4 %	1	Public school building
10.1 %	2	Community college building
2.5 %	3	Industrial plant, business, hospital or other employer of students
13.3 %	4	Church or community organization facility
26.6 %	5	Other, including several facilities (specify)
12.0 %		County Home or similar facility

8. As of June, 1975, about how many years of ABE teaching experience will you have had?

1 year	34.0%	5 years	11.9 %	
2 years	8.2 %	6 years	8.2 %	Mean = 3.38 years
3 years	13.2 %	7 years	6.9 %	
4 years	12.6 %	8 years or more	5.0 %	Median = 3.1 years

FORM A INTENDED PRACTICE

9. There are many possible goals that an ABE program might help students achieve. Rank the program goals below according to the degree of emphasis you feel should be placed on them by writing the number 1 in the space next to the most important goal, number 2 next to the second most important goal, and so on for all six goals. Note that goals that should be emphasized may not necessarily be emphasized in actual practice.

ABE Goals	RANK (percent) 1	2	3	4	5	6
a. Increased self-confidence of students	46	24	17	5	4	4
b. Completion of 8th grade level	1	10	14	23	30	22
c. Increased competency in language and computational skills	12	27	30	20	6	5
d. Preparation for high school equivalency exam	18	8	7	14	28	25
e. Increased ability to cope with adult life roles and problems	19	24	22	16	14	4
f. Achievement of individual short-term goals (e.g., prepare for civil service exam)	3	8	9	23	17	39

10. What emphasis should be given to various ABE subjects? Rank order importance by numbering most important 1, next most important 2, and so on for all six subjects.

	Rank in Order of Importan 1	2	3	4	5	6
a. Reading, writing, and communication skills	81%	12%	5%	2%	0%	0%
b. Mathematics	2%	56%	14%	9%	10%	7%
c. Health education	1%	7%	25%	29%	27%	13%
d. Consumer education	1%	5%	25%	34%	27%	9%
e. Social studies, civics	1%	3%	9%	14%	23%	50%
f. Coping (e.g., how to apply for a job, obtain legal assistance, deal with landlords, socialization)	14%	18%	22%	12%	12%	22%

FORM B: CURRENT PRACTICE

9. There are many possible goals that an ABE program might help students achieve. Rank the program goals below according to the degree of emphasis that you actually place on them by writing the number 1 in the space next to the most important goal, number 2 next to the second most important goal, and so on for all six goals.

ABE Goals	Rank in Order of Importance (percent assigning rank) 1	2	3	4	5	6
a. Increased self-confidence of students	48	25	15	9	3	0
b. Completion of 8th grade level	1	6	7	25	35	26
c. Increased competency in language and computational skills	11	25	30	20	13	3
d. Preparation for high school equivalency exam	25	12	8	9	14	33
e. Increased ability to cope with adult life roles and problems	13	29	24	17	8	9
f. Achievement of individual short-term goals (e.g., prepare for civil service exam)	2	6	17	21	26	29

10. What emphasis do you give to various ABE subjects? Rank order importance by numbering most important 1, next most important 2, and so on for all six subjects.

	Rank in Order of Importance (percent assigning rank) 1	2	3	4	5	6
a. Reading, writing, and communication skills	74	23	2	1	0	0
b. Mathematics	17	42	22	6	6	8
c. Health education	1	10	17	21	26	25
d. Consumer education	5	24	34	20	8	0
e. Social studies, civics	1	4	22	20	24	30
f. Coping (e.g., how to apply for a job, obtain legal assistance, deal with landlords, socialization)	9	17	17	19	13	27

FORM A INTENDED PRACTICE

11. Below is a list of factors which may interfere with teaching and learning in ABE. To what degree, if any, does each of the factors listed interfere with teaching and learning in your own classroom?

		Little or No Interference				Great Interference
		1	2	3	4	5
43.2% a.	Irregular attendance	20%	16%	25%	21%	18%
2.4% b.	Class too large	55%	19%	16%	6%	4%
0.8% c.	Poor screening of students	65%	16%	14%	4%	1%
11.2% d.	Too much variation in student skill and/or ability levels	43%	24%	25%	5%	4%
7.2% e.	Low academic ability	37%	24%	23%	11%	6%
24.0% f.	Lack of motivation	24%	24%	21%	20%	11%
6.4% g.	Poor instructional materials	41%	24%	23%	8%	9%
4.8% h.	Continuous enrollment of new students	59%	21%	13%	6%	1%

12. Please circle the one factor above that most interferes with teaching and learning in your ABE classroom.
(percentages to left of item above)

13. In your judgment, approximately what proportion of your current ABE students are making satisfactory progress in class

Percent Teachers		
4.2%	1	0-24%
17.6%	2	25-49%
40.8%	3	50-74%
37.3%	4	75-100%

FORM B: CURRENT PRACTICE

11. Below is a list of factors which may interfere with teaching and learning in ABE. To what degree, if any, does each of the factors listed interfere with teaching and learning in your own classroom?

		Little or No Interference				Great Interferen.
		1	2	3	4	5
46.0% a.	Irregular attendance	15.3%	11.7%	26.4%	24.5%	22.1%
4.0 b.	Class too large	54.9	20.4	16.0	4.9	3.7
2.0 c.	Poor screening of students	66.0	17.9	13.0	2.5	0.6
11.3 d.	Too much variation in student skill and/or ability levels	34.6	25.9	24.1	11.1	4.3
11.3 e.	Low academic ability	23.0	28.6	29.2	12.4	6.8
19.3 f.	Lack of motivation	19.8	16.7	29.0	21.0	13.6
4.7 g.	Poor instructional materials	49.1	24.4	14.4	9.4	2.5
1.3 h.	Continuous enrollment of new students	63.0	17.3	14.2	3.7	1.9

12. Please circle the one factor above that most interferes with teaching and learning in your ABE classroom.
percentages to left of items above

13. In your judgment, approximately what proportion of your current ABE students are making satisfactory progress in class

4.3%	1	0-24%
11.7	2	25-49%
45.7	3	50-74%
38.3	4	75-100%

FORM A INTENDED PRACTICE

14. Listed below are a number of characteristics sometimes attributed to ABE students. Please indicate the approximate proportion of your current students to which each characteristic applies.

	Proportion of My Students with Characteristics			
	0-24%	25-49%	50-74%	75-100%
a. Highly motivated	14.6	19.7	48.9	16.8
b. Lack of self-confidence	15.9	36.2	27.5	20.3
c. Warm and friendly	2.2	6.5	34.5	56.8
d. Resent authority	83.5	7.9	5.0	3.6
e. Unrealistic expectations of time and effort required	48.2	27.3	16.5	7.9
f. Hypersensitive to criticism	79.0	10.1	5.8	5.1
g. Work hard in class	2.9	10.1	49.3	37.7
h. Low intellectual ability	41.7	33.8	15.8	8.6
i. Hard-core poor	70.6	16.9	6.9	5.9

FORM B· CURRENT PRACTICE

14. Listed below are a number of characteristics sometimes attributed to ABE students. Please indicate the approximate proportion of your current students to which each characteristic applies.

	Proportion of My Students with Characteristics			
	0-24%	25-49%	50-74%	75-100%
a. Highly motivated	14.3%	21.7%	37.9%	26.1%
b. Lack of self-confidence	19.5	21.4	41.5	17.6
c. Warm and friendly	1.9	3.1	28.8	66.3
d. Resent authority	86.9	10.0	2.5	0.6
e. Unrealistic expectations of time and effort required	54.4	29.7	12.7	3.2
f. Hypersensitive to criticism	72.2	17.1	8.2	2.5
g. Work hard in class	3.1	7.5	42.9	46.6
h. Low intellectual ability	39.0	29.6	18.9	12.6
i. Hard-core poor	66.7	16.4	8.8	8.2

FORM A INTENDED PRACTICE

15. We are interested in your feelings concerning administrative-supervisory aspects of ABE. Please indicate the extent to which you agree or disagree with the statements below.

	Strongly Disagree 1	2	3	4	Strongly Agree 5
a. The ABE coordinator is aware of my most important problems as a classroom teacher	0	7.8	15.6	24.1	52.5
b. I get little feedback from the coordinator on how well I am doing my job	36.0	21.6	23.0	12.9	6.5
c. The coordinator relies mostly on attendance figures to judge my performance	48.1	14.1	20.0	10.4	7.4
d. I get little help with classroom problems from the coordinator	56.5	20.3	14.5	5.8	2.9
e. I have a great deal of autonomy in the classroom	4.8	0.0	15.9	31.7	47.6
f. Teacher morale is high in this ABE program	0.7	0.7	13.0	29.0	56.5
g. The ABE administration does a good job supplying the necessary support services and materials	2.2	5.0	7.9	18.0	66.9
h. The ABE administration does not provide adequate in-service education	52.9	20.7	15.0	7.9	3.6

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16. Since September 1, 1974, how many times have you met with the ABE coordinator:

a. In an individual conference? Mean=4.8; median=3.0; mode=2

Number times:	0	1	2	3-4	5-7	8 or more
Percent resp:	11.7%	12.5%	19.5%	27.4%	15.6%	13.3%

b. With a group of ABE teachers? Mean=1.99; median=1.4; mode=1

Number times:	0	1	2	3	4 or more
Percent resp:	11.3%	33.7%	18.3%	15.5%	7.6%

17. Approximately what percentage of your enrolled students are absent at any one class meeting? Mean=25 8 median=23 8 mode=50; max=80 min=0

Percent absent:	0	1-10%	11-25%	26-50%	over 50%
percent resp:	8.1%	28.6%	22.0%	33.1%	8.1%

FORM B: CURRENT PRACTICE

15. We are interested in your feelings concerning administrative-supervisory aspects of ABE. Please indicate the extent to which you agree or disagree with the statements below.

	Strongly Disagree 1	2	3	4	Strongly Agree 5
a. The ABE coordinator is aware of my most important problems as a classroom teacher	1.2%	3.7%	15.5%	26.1%	53.4%
b. I get little feedback from the coordinator on how well I am doing my job	31.1	19.9	26.1	11.8	11.2
c. The coordinator relies mostly on attendance figures to judge my performance	41.5	22.0	18.9	8.8	8.8
d. I get little help with classroom problems from the coordinator	52.2	18.0	18.6	7.5	3.7
e. I have a great deal of autonomy in the classroom	3.8	1.3	17.9	26.3	50.6
f. Teacher morale is high in this ABE program	1.2	1.2	10.5	34.6	52.5
g. The ABE administration does a good job supplying the necessary support services and materials	0.6	3.7	9.3	27.8	58.6
h. The ABE administration does not provide adequate in-service education	51.6	22.6	15.1	6.9	3.8

16. Since September 1, 1974, how many times have you met with the ABE coordinator:

a. In an individual conference?

Number of times	0	1	2	3-4	5-7	8 or more
Percent Responding	9.6%	14.4%	21.9%	25.3%	13.7%	15.1%

b. With a group of ABE teachers?

Number of times	0	1	2	3	4 or more
Percent Responding	17.7%	25.6%	31.1%	11.0%	11.9%

17. Approximately what percentage of your enrolled students are absent at any one class meeting?

Percent Absent	0	1-10	11-25	26-50	over 50%
Percent Teachers responding	7.5%	30.2%	21.9%	33.6%	6.8%

FORM A INTENDED PRACTICE

18. Many adults drop out of ABE before achieving their objectives. Of the students who enrolled in the first week of classes, about what percentage were still regularly in attendance in your classes(es) by the sixth week? Mean=76.8%; median=81.4% mode=99%

Percent Remaining:	90-100%	75-89%	50-74%	25-49%	0-24%
Percent Teachers Resp.	41.8%	23.8%	26.8%	5.8%	1.4%

19. Of the instructional materials used in your ABE class(es), about what proportion should be:

	10% or less	11-25%	26-50%	51-75%	over 75%
a. Used as commercially published Mean=54.1; mode=50/	29.2	39.3	24.4	5.6	1.6
b. Adapted by you from commercially published materials Means24.7; mode = 20/	59.7	31.6	6.9	0	0.7
c. Developed by you Mean= 14.3/	92.6	5.1	2.1	0	0
d. Developed by local cooperative effort					

20. In every program, someone has primary responsibility for orienting new students. In your program, who should have this responsibility? (Check one)

8.8%	1	ABE Coordinator
0	2	AE Director
75.9%	3	Teacher
4.4%	4	Counselor
0	5	Aide or volunteer
8.0%	6	Paid recruiters
2.2%	7	School district AE coordinator
0.7%	8	Other students

FORM B· CURRENT PRACTICE

18. Many adults drop out of ABE before achieving their objectives. Of the students who enrolled in the first week of classes last fall, about what percentage were still regularly in attendance in your class(es) by the sixth week?

% still in attendence:	0-24%	25-49%	50-74%	75-89%	90-100%
% responding·	1.9%	2.0%	23.2%	37.4%	35.5%

19. Of the instructional materials used in your ABE class(es), about what proportion are:

	PERCENT RESPONDING				
Proportion.....	0-10%	11-25%	26-50%	51-75%	76%
a. Used as commercially published	6.7%	5.0%	19.0%	25.0%	42.9%
b. Adapted by you from commerically published materials	53.1%	32.1%	12.3%	1.9%	0.6%
c. Developed by you	65.4%	29.7%	4.3%	0.6%	0
d. Developed by local cooperative effort	87.0%	8.1%	4.9%	0	0

20. In every program, someone has primary responsibility for orienting new students. In your program, who has this responsibility? (Check one)

9.6%	1	ABE Coordinator
1.9	2	AE Director
73.7	3	Teacher
1.9	4	Counselor
0.6	5	Aide or volunteer
7.7	6	Paid recruiters
3.8	7	School district AE coordinator
0.6	8	Other students

FORM A INTENDED PRACTICE

21. Often, ABE programs make an initial assessment of an entering student's achievement level. In what sequence should the various assessment methods suggested below be used? Indicate desired sequence by writing in the number 1 for the first method to be used, 2 for the second, and so on for as many of the methods below as you feel should be used.

Assessment Method	SEQUENCE first	second	third	fourth
a. Standardized test	23.5%	26.1%	25.2%	20.0%
b. Locally developed test	5.8	32.7	36.5	25.0
c. Interview	68.8	15.2	11.2	4.8
d. Previous records	9.5	37.1	21.4	30.5
e. No preference (Check)		7.0% checked		

22. Who should make the initial assessment of student achievement level? (Check one)

10.11	Counselor
8.02	Coordinator
81.93	Teacher
0.04	Aide or volunteer

23. Regarding the administration of diagnostic placement tests, when in normal practice should these tests be administered? (Check one)

16.5%	1	Never
43.9%	2	At time of enrollment
39.6%	3	Sometime after enrollment

24. To what degree should the following sources of information be emphasized for evaluating student progress? Assign 1 to the source which should be emphasized most, 2 to the next most important source, and 3 to the least important source.

Source of Information	Amount of Emphasis Most	Middle	Least
a. Teacher developed classroom tests	10.1%	62.3%	27.5%
b. Standardized achievement tests	18.8	17.4	63.8
[illegible]	71.6	20.6	7.8

FORM B CURRENT PRACTICE

21. Often, ABE programs make an initial assessment of an entering student's achievement level. In what sequence are the various assessment methods suggested below used? Indicate sequence by writing in the number 1 for the first method used, 2 for the second, and so on for as many of the methods below as are actually used.

Assessment Method	SEQUENCE (% responding) first	second	third	fourth
a. Standardized test	33.0%	35.0%	8.7%	21.4%
b. Locally developed test	11.1	18.1	41.7	25.0
c. Interview	67.7	26.2	5.4	0.8
d. Previous records	6.2	44.4	28.4	17.3
e. No preference (Check)		approx. 24% checked		

22. Who makes the initial assessment of student achievement level? (Check one)

1.3%	Counselor
8.9	Coordinator
89.2	Teacher
0.6	Aide or volunteer

23. Regarding the administration of diagnostic placement tests, when in normal practice are these tests administered? (Check one)

28.2%	1	Never
42.3	2	At time of enrollment
29.5	3	Sometime after enrollment

24. To what degree are the following sources of information emphasized for evaluating student progress? Assign 1 to the source which is emphasized most, 2 to the next most important source, and 3 to the least important source.

Source of Information	ORDER OF EMPHASIS Most	Middle	Least
a. Teacher developed classroom tests	5.0%	52.5%	41.8%
b. Standardized achievement tests	22.6	27.4	50.7
c. Teacher observation	74.5	21.6	3.9

FORM A INTENDED PRACTICE

25. In regard to periodic reviews of student progress, which of the following procedures should receive priority? Indicate order of priority by assigning 1 to the highest priority procedure, 2 to the next highest priority procedure, and 3 to the lowest priority procedure.

Procedure for Reviewing Student Progress	Order of Priority First	Second	Third
a. Summary review by teacher	40.1%	51.8%	8.0%
b. Staff conference	1.5	10.3	88.2
c. Teacher-student conference	59.0	36.7	4.3

26. What emphasis do you feel should be placed on student records (from classes, learning center, referral agencies, etc.) for each of the following purposes?

	Little or No Emphasis . 1	. 2	. 3	. 4	Great Emphasis . 5
a. Evaluate student progress in program	14.6%	17.5%	34.3%	22.6%	10.9%
b. Place students in class	27.9	15.4	31.6	19.1	5.9
c. Refer students to other programs, employers, etc.	4.4	8.0	46.0	26.3	15.3
d. Counsel students	5.8	9.4	39.1	30.4	15.2
e. Prepare reports for ABE coordinator	16.8	12.5	42.6	15.4	12.5

27. If standardized achievement tests are used to evaluate student progress, should they be administered at regular intervals?

51.8%	1	Yes
48.2%	2	No

28. (If yes), at what intervals should they be administered?

55.7%	1	Every 100 hours of instruction
24.3	2	Every 150 hours of instruction
20.0	3	Every 200 hours of instruction

FORM B: CURRENT PRACTICE

25. In regard to periodic reviews of student progress, which of the following procedures receives priority? Indicate order of priority by assiging 1 to the highest priority procedure, 2 to the next highest priority procedure, and 3 to the lowest priority procedure.

Procedure for Reviewing Student Progress	Order of Priority First	Second	Third
a. Summary review by teacher	50.0%	44.9%	5.1%
b. Staff conference	2.2	15.4	82.4
c. Teacher-student conference	51.0	38.9	10.2

26. What emphasis is placed on student records (from classes, learning center, referral agencies, etc.) for each of the following purposes?

	Little or No Emphasis . 1	. 2	. 3	. 4	Great Emphasis . 5
a. Evaluate student progress in program	26.7%	11.5%	29.3%	21.0%	9.6%
b. Place students in class	38.2	21.7	21.7	14.0	4.5
c. Refer students to other programs, employers, etc.	23.2	16.1	38.7	16.8	5.2
d. Counsel students	12.7	11.6	34.8	25.2	9.7
e. Prepare reports for ABE coordinator	25.2	14.2	37.4	11.6	11.6

27. If standardized achievement tests are used to evaluate student progress, are they administered at regular intervals?

19.1%	1	Yes
80.1	2	No

28. (If yes), at what intervals are they administered?

71.4%	1	Every 100 hours of instruction
19.0	2	Every 150 hours of instruction
9.5	3	Every 200 hours of instruction

N=21 for this question

FORM A . INTENDED PRACTICE

29. There are many ways in which students can participate in the instructional process. To what extent should students participate in their instruction in each of the following ways. Rank order the six types of participation listed below by recommended frequency of use. Assign 1 to the type of participation that should be used most frequently, 2 to the type that should be used next most frequently, and so on for all six options.

Type of Participation	Rank Order by Recommended Frequency of Use 1	2	3	4	5	6
a. Pairs or small groups of students practice skills together	16%	23%	31%	18%	9%	4
b. Small groups participate in discussion and problem solving	4	20	30	31	12	3
c. Use of simulated learning situations (e.g., games, role playing)	2	5	7	13	30	45
d. Through planning and evaluating their educational experiences	8	9	13	16	31	23
e. Through one-to-one instructional interaction with teacher	58	19	9	9	4	1
f. Through use of programmed materials	12	25	12	15	13	24

30. Is an aide currently assigned to your ABE classroom?

17.0% 1 Yes

83.0% 2 No

If no aide, skip to question 34.

31. (If aide), is your current aide

16.7% 1 A volunteer

66.7 2 A paid paraprofessional

16.7 3 Other (specify)

_____

FORM B: CURRENT PRACTICE

29. There are many ways in which students can participate in the instructional process. To what extent do your students participate in their instruction in each of the following ways? Rank order the six types of participation listed below by frequency of use in your classroom. Assign 1 to the type of participation used most frequently, 2 to the type used next most frequently, and so on for all six options.

Type of Participation	Rank Order by Frequency of Use (percent assigning rank) 1	2	3	4	5	6
a. Pairs or small groups of students practice skills together	6.4%	26.9%	19.2%	22.4%	14.1%	10.3%
b. Small groups participate in discussion and problem solving	11.0	17.4	29.0	20.0	19.4	2.6
c. Use of simulated learning situations (e.g., games, role playing)	6.1	5.4	7.4	15.5	15.5	50.0
d. Through planning and evaluating their educational experiences	3.2	13.6	15.6	20.8	26.6	19.5
e. Through one-to-one instructional interaction with teacher	58.1	19.4	10.0	8.1	3.1	0.6
f. Through use of programmed materials	17.3	20.5	19.9	11.5	16.0	14.7

30. Is an aide currently assigned to your ABE classroom?

10.8% 1( ) Yes . N=17

89.2 2( ) No

If no aide, skip to question 35. n.b. N=18 for questions below

31. (If aide), is your current aide

44.4% 1( ) A volunteer

27.8 2( ) A paid paraprofessional

27.8 3( ) Other (specify)

_____

FORM A INTENDED PRACTICE

31. (If aide), how do you currently use your aide?

45.8%	1( )	Mostly as co-teacher
45.8	2( )	Mostly tutors individuals
8.3	3( )	Mostly performs non-teaching tasks
0.0	4( )	Other (specify)_____

_____

32. (If aide) what proportion of your aide's time should be spent performing the following duties?

N=24

Aide Duties	Percent teachers Responding Percent Aide Time 0-9%	10-19%	20-39%	40-69%	70-89%	90-99%
a. Clerical	50%	25%	25%	0	0	0
b. Housekeeping	83.3%	8.3%	4.2%	0	0	4.2%
c. Instructional	8.3%	0	0	0	45.8%	45.8%
d. Counseling	70.8%	16.7%	12.5%	0	0	0
e. Recruiting	91.7%	0	8.4%	0	0	0
f. Childcare	91.7%	0	4.2%	0	0	4.2%

Total:

33. (If aide), what proportion of your aide's instructional time should be spent working with students in the following ways (if the aide should perform an instructional role)?

Aide Instructional Roles	Percent Teachers Responding Percent aide instructional time 0-9%	10-19%	20-49%	50-79%	80-100%
a. Individual tutoring	8.3%	4.2%	16.7%	37.5%	33.3%
b. Working with small groups	20.8	12.5	37.5	25.0%	4.2
c. Teaching class as a whole	66.7	8.3	16.7	8.4	
d. Other (specify)_____	81.8	0	9.0		

_____

Total:

FORM B: CURRENT PRACTICE

32. (If aide), how do you currently use your aide?

52.9%	1( )	Mostly as co-teacher
47.1	2( )	Mostly tutors individuals
0.0	3( )	Mostly performs non-teaching tasks
0.0	4( )	Other (specify)_____

_____

33. (If aide), what proportion of your aide's time is normally spent performing the following duties?

Aide Duties	PERCENT RESPONDING Proportion...0-9%	10-19%	20-39%	40-69%	70-89%	90+%
a. Clerical	83.3%	5.6%	5.6%	5.6%	0	0
b. Housekeeping	83.3%	5.6%	0	11.1%	0	0
c. Instructional	0	5.6%	0	5.6%	27.8%	61.1%
d. Counseling	44.4%	22.2%	16.7%	16.7%	0	0
e. Recruiting	88.9%	5.6%	0	0	5.6%	0
f. Childcare	94.4%	0	0	5.6%	0	0

34. (If aide), what proportion of your aide's instructional time is normally spent working with students in the following ways (if the aide performs an instructional role)?

Aide Instructional Roles	PERCENT RESPONDING Proportion.... 0-9%	10-19%	20-49%	50-79%	80-9
a. Individual tutoring	5.6%	5.6%	16.7%	44.5%	27.8%
b. Working with small group	16.7%	16.7%	22.3%	33.4%	11.2%
c. Teaching class as a whole	62.5%	18.8%	0	18.8%	0
d. Other (specify)_____	75.0%	6.3%	6.3%	6.3%	0

_____

FORM A INTENDED PRACTICE

34. In addition to performing an instructional role, teachers may help students with personal and vocational problems. How important should helping students with personal and vocational problems be in your role as teacher?

Not Important				Very Important
1	2	3	4	5
2.[illegible]%	7.4%	22.1%	36.8%	31.6%

35. Is an independent learning center or similar self-instructional facility available to your ABE students?

44.3% 1( ) Yes

55.7% 2( ) No

(If no, skip to Question 38)

36. What part should an independent learning center or similar facility play in the instruction of your stud[illegible]? (Check all that apply)

N=58

3.4% ( ) None

72.4% ( ) Provide remedial work for students referred by me

37.9% ( ) Provide diagnostic services for new ABE students

67.2% ( ) Provide instruction in designated content areas or skills as an integral part of curriculum

98.3% ( ) Provide individualized services for students who request them

43.1% ( ) Provide periodic testing of student achievement

39.7% ( ) Provide the major counseling function for the ABE program

FORM B: CURRENT PRACTICE

35. In addition to performing an instructional role, teachers may help students with personal and vocational problems. How much emphasis do you give to helping students with personal and vocational problems?

Little or No Emphasis				Great Emphasis
1	2	3	4	5
3.1%	8.7%	34.2%	33.5%	10.5%

36. Is an independent learning center or similar self-instructional facility available to your ABE students?

39.2% 1( ) Yes

60.8 2( ) No

(If no, skip to Question 38)

37. What part does the independent learning center or similar facility play in the instruction of your students? (Check all that apply)

N=60

25.0% ( ) None

45.0% ( ) Provide remedial work for students referred by me

35.0% ( ) Provide diagnostic services for new ABE students

41.7% ( ) Provide instruction in designated content areas or skills as an integral part of curriculum

65.0% ( ) Provide individualized services for students who request them

38.3% ( ) Provide periodic testing of student achievement

28.3% ( ) Provide the major counseling function for the ABE program

FORM A. INTENDED PRACTICE

37. How should the student's work in the learning center be planned? (Check one)

N=58

19.0%	1( )	Student's work prescribed by me
6.9%	2( )	Student's work prescribed by counselor
10.3%	3( )	Student's work prescribed by center instructor or coordinator
51.7%	4( )	Conference of teacher, center coordinator, and/or counselor
12.1%	5( )	Student's work prescribed by the student

38. There are a variety of instructional methods that can be used to accommodate differences among students. How much emphasis should be placed on each of the following instructional methods to accommodate differences among students?

Instructional Method	Little or No Emphasis 1	2	3	4	Great Emphasis 5
a. One-to-one instruction in the classroom	0.7%	0.7%	7.2%	20.3%	71.0%
b. Group students with similar problems or interests together	2.2	0.7	14.5	49.3	33.3
c. Send students to independent learning center or similar facility	29.0	30.5	25.2	11.5	3.8
d. Make individual reading, writing, or math assignments	3.6	14.6	17.5	30.7	33.6
e. Use programmed materials	2.9	7.3	31.4	33.6	24.8
f. Tutor outside classroom	23.5	25.8	35.6	9.8	5.3

FORM B. CURRENT PRACTICE

38. How is the student's work in the learning center generally planned? (Check one)

N=60

42.3%	1( )	Student's work prescribed by me
4.8	2( )	Student's work prescribed by counselor
17.3	3( )	Student's work prescribed by center instructor or coordinator
21.2	4( )	Conference of teacher, center coordinator, and/or counselor
14.4	5( )	Student's work prescribed by the student

n.b., several checked 1 and 5 both

39. There are a variety of instructional methods that can be used to accommodate differences among students. How much emphasis do you place on each of the following instructional methods to accommodate differences among students?

	Little or No Emphasis 1	2	3	4	Great Emphasis 5
a. One-to-one instruction in the classroom	0.0%	0.6%	3.2%	23.4%	72.8%
b. Group students with similar problems or interests together	3.2	7.6	24.1	33.5	31.6
c. Send students to independent learning center or similar facility	66.4	19.9	4.8	5.5	3.4
d. Make individual reading, writing, or math assignments	16.7	9.6	16.7	25.6	31.4
e. Use programmed materials	9.0	11.5	18.6	26.9	34.0
f. Tutor outside classroom	45.3	18.7	17.3	15.3	3.3

FORM A INTENDED PRACTICE

39. What patterns of student contact with the teacher should pertain in the ABE classroom? Assign 1 to the pattern of contact which should receive the most emphasis, 2 to the pattern which should receive next most emphasis, and so on for all five patterns of contact.

Pattern of Contact	RANK ORDER OF EMPHASIS . 1st	. 2nd	. 3rd	. 4th	. 5th
a. Instructor rotates at random	43.5%	18.8%	17.4%	13.0%	7.2%
b. Instructor rotates among students according to a pre-established plan	9.5	5.8	12.4	23.4	48.9
c. Instructor comes to student at student's initiative	26.4	41.4	20.7	10.4	1.4
d. Student comes to instructor at instructor's initiative	2.2	10.2	17.5	35.0	34.3
e. Student comes to instructor at student's initiative	20.4	24.8	32.8	16.8	5.1

40. Have you had any in-service training specifically related to ABE?

78.9% 1( ) Yes

21.1% 2( ) No

41. Approximately how many days per year of in-service training (workshops, university courses, coaching by coordinator, etc.) do you feel you should have in order to maintain or enhance your performance as an ABE teacher?

mean = 5.2
median = 4.2
mode = 2.0

minimum = 0 (2.2%)
maximum = 50 (0.7%)

# days	% teachers responding
0	2.2%
1	3.0
2	23.7
3	13.3
4	11.1

FORM B: CURRENT PRACTICE

40. What patterns of student contact with the teacher pertain in your ABE classroom? Assign 1 to the pattern of contact which you emphasize most, 2 to the pattern you emphasize the next most, and so on for all five patterns of contact.

Patterns of Contact	. 1st	. 2nd	. 3rd	. 4th	. 5th
a. Instructor rotates at random	59.0%	19.9%	9.0%	6.4%	5.1%
b. Instructor rotates among students according to a pre-established plan	5.8	9.7	11.0	13.6	59.1
c. Instructor comes to a student at student's initiative	22.6	43.2	27.1	5.8	1.3
d. Student comes to instructor at instructor's initiative	1.9	7.8	16.2	49.4	24.0
e. Student comes to instructor at student's initiative	12.9	20.6	35.5	23.2	7.7

41. Have you had any in-service training specifically related to ABE?

82.0% 1( ) Yes

18.0 2( ) No

42. Since September 1, 1974, approximately how many days have you spent in in-service training (workshops, university courses, coaching by coordinator, etc.)?

mean= 2.53 days
median=1.59 days
mode= 1 day
minimum=0 (15.6%)
maximum=25 0.6%)

Number Days	% Teachers Responding
0	15.6%
1	32.5%
2	21.4%
3	7.8%
4	11.7%
5 or more	11.0%

FORM A INTENDED PRACTICE

42. In-service education can take several forms. Indicate the emphasis which should be placed on each of the forms listed below by assigning the number 1 to the form which should be given greatest emphasis, number 2 to the form which should be given second greatest emphasis, and so on for all six forms listed.

Form of In-Service Education	RANK ORDER OF EMPHASIS Percent Teachers Responding .1.	.2.	.3.	.4.	.5.	.6.
a. Novice-master assignment	7%	3%	5%	8%	30%	47%
b. Coaching by coordinator or supervisor	7	14	18	20	29	19
c. Workshops and conferences conducted by your local ABE program	67	14	7	7	5	0
d. Other workshops and conferences conducted by others (state or regional agencies or other institutions, e.g., university)	12	44	22	8	9	6
e. Participation in university courses (on or off campus)	2	10	26	23	14	25
f. Visitation of other ABE classrooms	7	16	22	35	11	9

FORM B CURRENT PRACTICE

43. In-service education can take several forms. Indicate the emphasis which is actually placed on each of the forms listed below by assigning the number 1 to the form given greatest emphasis, number 2 to the form given second greatest emphasis, and so on for all six forms listed.

Form of In-Service Education	RANK ORDER OF EMPHASIS Percent Teachers responding Most .1.	.2.	.3.	.4.	.5.	Least .6.
a. Novice-master assignment	5%	6%	5%	18%	24%	41%
b. Coaching by coordinator or supervisor	12	20	26	20	15	6
c. Workshops and conferences conducted by your local ABE program	56	25	10	4	4	1
d. Other workshops and conferences conducted by others (state or regional agencies or other institutions, e.g., university)	18	33	26	10	13	0
e. Participation in university courses (on or off campus)	4	5	17	29	20	26
f. Visitation of other ABE classrooms	9	12	16	16	24	24

FORM A INTENDED PRACTICE

43. Listed below are 16 topics which are often the focus of in-service education activities. Some of these topics may be important for your own professional development, others may not. On the basis of your own needs and interests, indicate (by circling the appropriate number) how much emphasis should be placed on each topic through organized in-service education activities.

Topics	AMOUNT OF EMPHASIS DESIRED None . 1	. 2	. 3	. 4	Great . 5 .
a. ABE program orientation: objectives, procedures, current developments, plans, reports	4.5%	14.2%	27.6%	25.4%	28.4%
b. Differences in teaching adults and children	16.8	14.5	24.4	26.7	17.6
c. Philosophy of adult education	5.1	12.5	26.5	31.6	24.3
d. Understanding the student population, culture of poverty, ethnic group differences	6.3	11.7	35.2	25.0	21.9
e. Course organization: content selection, scheduling and sequencing topics, making lesson plans	9.4	17.9	23.1	31.6	17.9
f. Methods of instruction: selecting, adapting, and using	3.2	7.9	16.7	38.1	34.1
g. Instructional materials and aides: selecting, adapting, and using	4.0	4.0	17.6	42.4	32.0
h. Diagnosis of student needs, testing and evaluating achievement; student program prescription	4.1	8.1	23.6	35.0	29.3
i. Class control, management of student failure, coping with lack of self-confidence	12.6	19.3	23.5	22.7	21.8
j. Counseling students in academic or personal matters	5.3	13.7	31.3	29.8	19.8
k. Working with aides and volunteers	36.1	26.9	26.1	7.6	3.4
l. Student recruitment and retention	9.8	6.8	34.8	24.2	24.2
m. Individualizing instruction	6.0	6.8	20.3	32.3	34.6
n. Improving human relations: teacher-student	8.7	13.5	23.8	24.6	29.4
o. Improving staff relationships	30.3	19.3	32.8	11.8	5.9
p. Teaching "coping" skills	6.1	9.8	37.1	27.3	19.7

FORM B: CURRENT PRACTICE

43. Listed below are 16 topics which are often the focus of in-service education activities. Indicate the extent to which these topics have been dealt with in ABE in-service education activities which you have participated in.

Topics	EXTENT TOPIC DEALT WITH None . 1	. 2	. 3	. 4	Great . 5 .
a. ABE program orientation: objectives, procedures, current developments, plans, reports	1.4%	7.0%	21.8%	41.5%	28.2%
b. Differences in teaching adults and children	13.8	16.1	31.4	29.2	9.5
c. Philosophy of adult education	3.5	10.5	20.3	39.9	25.9
d. Understanding the student population, culture of poverty, ethnic group differences	12.9	16.4	35.7	24.3	10.7
e. Course organization: content selection, scheduling and sequencing topics, making lesson plans	19.1	32.1	26.0	16.0	8.9
f. Methods of instruction: selecting, adapting, and using	4.3	9.9	37.6	36.8	11.3
g. Instructional materials and aides: selecting, adapting and using	7.0	11.3	26.1	36.6	19.0
h. Diagnosis of student needs, testing and evaluating achievement; student program prescription	6.3	19.0	28.6	33.3	12.7
i. Class control, management of student failure, coping with lack of self-confidence	18.4	26.4	28.0	18.4	8.8
j. Counseling students in academic or personal matters	10.9	33.3	33.3	13.0	9.4
k. Working with aides and volunteers	51.8	19.7	16.8	8.8	2.9
l. Student recruitment and retention	10.7	13.6	22.1	37.1	16.4
m. Individualized instruction	7.9	10.1	28.8	28.8	24.5
n. Improving human relations: teacher-student	6.9	11.5	29.8	33.6	18.3
o. Improving staff relationships	28.3	23.6	26.8	15.0	6.3
p. Teaching "coping" skills					

FORM A INTENDED PRACTICE

44. At the present time, how adequate is your preparation to teach in ABE?

29.5%	1( )	Very adequate
66.2%	2( )	Adequate
4.3%	3( )	Inadequate
0.0%	4( )	Very inadequate

45. All things considered, how satisfied are you with your present position as an ABE teacher? (Check one)

71.4%	1( )	Very satisfied
28.6%	2( )	Moderately satisfied
0.0%	3( )	Dissatisfied

46. What is your sex?

19.4%	1( )	Male
80.6%	2( )	Female

47. What is your age? Mean=41.9; median=40; mode=26; minimum=24 maximum=75

Age:	20-29	30-39	40-49	50 and over
% resp:	21.[illegible]%	26.2%	25.4%	26.2%

48. Are you

0.7% (N=1)	1( )	Black/Afro-American
99.3%	2( )	White/Caucasian
0	3( )	Other (specify)

THANK YOU VERY MUCH!

FORM B: CURRENT PRACTICE

44. At the present time, how adequate is your preparation to teach in ABE?

23.6%	1( )	Very adequate
72.0	2( )	Adequate
3.7	3( )	Inadequate
0.6	4( )	Very inadequate

45. All things considered, how satisfied are you with your present position as an ABE teacher? (Check one)

62.0%	1( )	Very satisfied
37.4	2( )	Moderately satisfied
0.6	3( )	Dissatisfied

46. What is your sex?

21.0	1( )	Male
79.0	2( )	Female

47. What is your age?
mean= 41.7
median=39.3
mode= 34 years
min=22yrs; max=79yrs.

Age in years:	20-29	30-39	40-49	50-79
% Responding:	18.8%	31.8%	22.5%	26.9%

48. Are you

2.5%	1( )	Black/Afro-American
96.3	2( )	White/Caucasian
1.2	3( )	Other (specify)

THANK YOU VERY MUCH!

STATEWIDE PROGRAM EVALUATION

N=728

Student Questionnaire

THIS QUESTIONNAIRE ASKS YOUR OPINION ABOUT YOUR ADULT EDUCATION CLASS. PLEASE SAY WHAT YOU REALLY THINK. YOU WILL BE HELPING TO IMPROVE THE PROGRAM BY ANSWERING THESE QUESTIONS CAREFULLY. YOU DO NOT HAVE TO SIGN YOUR NAME. NOBODY WILL KNOW WHO ANSWERED THIS QUESTIONNAIRE.

1. What have you learned in class that is of most importance to you? Number the following in order of importance. Put 1 by the most important, 2 by the next most important and so on for all six of the following: (1 - 2) ( )

		PERCENT STUDENTS RESPONDING						
	Rank.....	1	2	3	4	5	6	
32.6%	a. reading, writing and speaking	53%	32%	9%	4%	2%	1%	3
30.9%	b. mathematics	36	39	9	7	3	6	4
9.3%	c. health and nutrition	7	9	30	22	20	12	5
12.5%	d. shopping, family budgets	2	8	19	34	27	11	6
10.7%	e. job applications and interviews	3	6	15	17	27	32	7
4.0%	f. social and political issues	4	7	20	18	18	34	8

2. Put a check mark by the one item above you would most like to learn more about in class. 9
Percentages to left of items above. ( )

3. Which of the following are most emphasized by the teacher in class? Number the following in order of emphasis. Put 1 by the most taught, 2 by the next most taught and so on for all six items:

	1	2	3	4	5	6	
a. reading, writing, and speaking	59%	34%	5%	1%	1%	1%	10
b. mathematics	36%	49%	8%	4%	2%	2%	11
c. health and nutrition	4%	5%	32%	28%	21%	10%	12
d. shopping, family budgets	2%	3%	15%	36%	29%	16%	13
e. job applications and interviews	1%	4%	13%	15%	28%	40%	14
f. social and political issues	3%	7%	31%	17%	17%	26%	15

4. What is your most important reason for returning to school? Check one only.

	PERCENT RESPONDING	
a. improve job situation	12.9%	
b. earn high school diploma	49.4%	16
c. general self-improvement	24.1%	( )
d. help children with their schoolwork	4.0%	
e. improve knowledge of English language	7.2%	
f. meet interesting people	2.3%	

5. In what ways do you most like to learn? Number the following in order of importance. Put 1 by the way you most like, 2 by the way you like next, and so forth for all four of the following:

	Rank.... 1	2	3	4	
a. with all the students in the class as a whole	15.1	21.3	46.1	17.4%	17
b. in the class divided into small groups	25.6	43.4	24.2	6.8%	18
c. through self-study with teacher giving help as needed	59.7	23.7	13.9	2.8	19
d. in the learning center(N=551)	6.2	12.2	14.0	67.5	20

6. What does the teacher do that helps you learn the most? Number the following in order of importance. Put 1 by the way the teacher helps most, 2 by the next helpful way and so forth for all five of the following:

	PERCENT RESPONDING Rank... 1	2	3	4	5	
a. by answering your questions	57.8%	22.0%	9.6%	6.4%	4.2%	21
b. by asking you questions	10.3%	20.2%	21.4%	20.4%	27.6%	22
c. by correcting your lessons	12.7%	27.6%	18.7%	17.8%	23.2%	23
d. by encouraging discussion of important problems	12.7%	19.6%	27.3%	26.1%	14.4%	24
e. by providing time for practice and drill	9.9%	12.4%	22.9%	27.6%	27.0%	25

7. Are you getting enough information about how well you are doing in class? 26

91.3% 1( ) Yes

8.7% 2( ) No

8. How well are you doing in class? (Check one) 27

2.8% 1( ) Not very well

29.0% 2( ) Fairly well

32.5% 3( ) Well

28.2% 4( ) Very well

7.5% 5( ) Terrific

9. What annoys you most in class? Check the three items in the list below which are most annoying to you or to other students in your class. (If none of these are annoyances in your class, go on to the next question.)

	PERCENT RESPONDENTS WHO CHECKED	
a. New students entering or absent students returning to class	8.0%	28
b. Students can't get help when they need it	7.6%	29
c. Students are not treated as adults	2.3%	30
d. Some students too far ahead, others too far behind	9.8%	31
e. Materials are uninteresting	9.5%	32
f. Teacher is not clear	2.9%	33
g. Class goes too fast	5.6%	34
h. Class goes too slow	7.0%	35
i. Other students are not friendly	4.3%	36
j. Teacher is not fair or friendly	1.2%	37

10. Which would you like emphasized more in class? (Check one)

71.4%1( ) reading, writing mathematics — 38

28.6%2( ) problems of everyday living

11. Would you like more class discussion about problems of jobs, consumer problems, health, family life, or public affairs?

55.9%1( ) Yes — 39

44.1%2( ) No

12. Is it clear to you how long it will take to reach your educational goals through this programs? (Check one)

55.8%1( ) Yes — 40

35.5%2( ) Not sure

8.7%3( ) No

13. Have you had a chance to talk to a guidance counselor since you entered this program?

35.2%1( ) Yes — 41

64.8%2( ) No

If you answered yes, which of the following did you discuss with the counselor? (Check all those discussed)

	% of those who had talked	% of all respond.	
a. your class work	55.2%	18.1%	42
b. job-related matters	38.2%	12.6%	43
c. how to reach your educational goals	69.7%	23.1%	44
d. family matters or financial problems	24.5%	8.1%	45

14. What is your age?

Mean= 32.2 yrs.
Median= 29.2 yrs.
Mode= 17 yrs.
Minimum=15 yrs.
Maximum=85 yrs.

Age:	15-20	21-24	25-34	35-44	45-54	55+	46-47
Percent:	21.0%	11.7%	28.4%	17.9%	10.1%	10.9%	

15. What is your sex?

28.9% 1( ) Male

71.1% 2( ) Female. 48

16. Is your community (Check one)

49.0% 1( ) Urban

39.7% 2( ) Rural 49

11.3% 3( ) Suburban

THANK YOU !

STATEWIDE PROGRAM EVALUATION

N=24

Learning Center Director Questionnaire

THESE QUESTIONS ARE BEING ASKED OF PERSONS WHO ARE DIRECTLY RESPONSIBLE AT EACH LEARNING CENTER AS PART OF A STATEWIDE EVALUATION OF THE OVER-ALL ADULT BASIC EDUCATION PROGRAM OPERATED THROUGH IOWA'S AREA SCHOOLS. YOUR COOPERATION IN COMPLETING THIS BRIEF QUESTIONNAIRE IS APPRECIATED.

1. What part should and does the learning center play in the over-all area school ABE program? Check as appropriate.

	Should	Does
a. Provide remedial work for students referred by ABE staff	7	15
b. Provide diagnostic services for new ABE students	7	16
c. Provide instruction in designated content areas or skills as an integral part of curriculum	8	19
d. Provide individualized services for students who request them	8	20
e. Provide periodic testing of student achievement	8	16
f. Provide the major counseling function for the ABE program	7	15
g. Other (specify)_____		
_____	2	3

2. What proportion of your learning center participants are ABE students?

N=19 mean=47.6

Percent:	0-19%	20-39	40-59	60-79	80-99
# Resp.:	4	5	2	2	6

3. How many ABE students have participated in your learning center program since September 1st, 1974?

N=19 Mean=139

# Students:	0-9	20-50	60-80	100-199	200-299	300-399	400+
# Respond.:	3	4	4	2	3	2	1

4. What was the average number of contact hours each of these ABE students had with the learning center since September 1st, 1974?

N=18 Mean=44

0-19	20-39	40-59	60-79	80+	Av. No. Contact Hours Number responses
3	8	3	2	2	

5. What degree of coordination between learning center staff and ABE staff has characterized the planning and utilization of your center's resources?

	Little or No Coordination				Frequent Close Coordination
	1	2	3	4	5
No. Resp.:	1	3	5	4	6

6. How many times since September 1st have ABE staff members conferred with center staff regarding ABE program needs and problems?

N=16 mean=27.6

No. Times:	0-9	10-19	20-29	30+
No. Resp.:	8	4	1	3

7. Have you or have members of the center staff participated in the orientation of ABE staff to the use of the learning center within the past year?

14 Yes 4 No 2 No Ans.

8. Approximately what proportion of your ABE students enter the center from each of the following sources:

	0	1-5	6-10	11-20	21-30	30+
a. Referral by the ABE coordinator	5	6	4	2	0	1
b. Referral by ABE teachers	6	7	4	0	1	0
c. Referral by college counselors	8	4	2	2	0	2
d. Referral by other institutions, agencies and organizations	2	3	3	5	2	3
e. Referral by business and industry	6	9	2	0	1	0
f. Referral by public schools	4	8	2	2	1	1
g. Referral by paid recruiters	10	3	1	2	0	2
h. Referral by other Center students	2	6	1	6	2	1
i. Self-selection by students	2	5	2	5	3	1
j. Other (specify) e.g., advertising, referred by fellow worker, promotion, family.	13	0	2	3	1	0

9. What proportion of the learning center budget is contributed by federal Title III ABE funds?

N=13 Mean=35.8%

Percent funds:	0%	5%	50%	65%	NA
Number responding:	3	2	4	4	6

10. How is the ABE student's work in the learning center generally planned? (Check one)

	Number Responding
a. Student work prescribed by ABE teacher	2
b. Student work prescribed by counselor	0
c. Student work prescribed by you or your center staff	8
d. Student work prescribed by ABE staff and center staff	3
e. Student work prescribed by student	0
f. Other (specify)_____	3

11. Are there any special problems inherent in the nature of the ABE program which have inhibited its optimal use of the learning center?

Number: 8 Yes 11 No

11a. If there are special problems, please specify:

_____

_____

_____

_____

_____

_____

THANK YOU !

STATEWIDE ABE PROGRAM EVALUATION

N= 68

Co-Sponsor Questionnaire

Directions:

This questionnaire should be completed by the person in your organization who is most familiar with the classes that you co-sponsor with the ABE program. Your responses will be kept confidential. Completed questionnaires will be forwarded in the enclosed sealed envelope for data processing at Columbia University in New York City. 1 - 2 ( )

1. What is the title of your organization?

2. What is your organization's business, purpose, or function? 3

1. custodial (aged, handicapped, mentally retarded, corrections) 20.6%
2 CAP 64.7
3 Welfare, family services, community health 13.2

5 Other..... .... 1.5

3. To what extent were you personally involved in establishing ABE classes in your organization?

	I was not Involved				I was Involved to a Great Degree	
	1	2	3	4	5	4
Percent resp :	16.9%	12.3%	20.0%	18.4%	32.3%	

4. To what extent does your organization become involved in the day-to-day operation of ABE classes?

	Is not Involved				Is Involved to a Great Degree	
	1	2	3	4	5	5
Percent resp:	12.3%	12.3%	29.2%	21.5%	24.6%	

5. How did your organization determine that it needed ABE classes? (Check as many as apply)

Percent checking this option		
60.3%/	An investigation of employee or membership records indicated a large number of undereducated adults.	6
23.5%	My organization's employees, membership, or clients requested ABE classes.	7
33 8%	My organization felt a need to upgrade employee skills.	8
2.9%	My organization contains a significant number of non-English speaking adults. ABE was needed to facilitate communication.	9
30.9%	My organization had not considered ABE, but the ABE director or his representative convinced us that it was a good idea.	10
14.7%	Other (specify)	11

6. Very briefly, how did your organization first learn of the ABE program? 12

58.7% 1. Initiated by ABE program

6.3% 2 Initiated by Partner (co-sponsor)

11.1% 3 Mediated by Other Agency

23.8% 4 Other

7. (If an employer) do you offer your employees released time from work with pay to attend ABE classes? 13

17.7% Yes

11.3% No

71.0% Does not apply

8. How successful have ABE classes been in accomplishing any of the following for your organization?

	Not Important for our Organization	ABE Classes Have Had No Success				ABE Classes Have Been a Great Success	
Upgrading employee, member, or client skills	8.6%	0 1	8.6 2	25.9 3	29.3 4	27.6% 5	14
Increasing employee, client, or membership proficiency in speaking English	43.4%	5.7 1	11.3 2	22.6 3	9.4 4	7.5% 5	15
Increasing morale and building an esprit de corps among your membership, clients, or employees	3.7%	0 1	5.6 2	25.9 3	27.8 4	37.0 5	16
Affording membership, clients, or employees the opportunity to rise within your organization	50.9%	5.7 1	9.4 2	3.8 3	3.8 4	15.1% 5	17

9. In what ways has the ABE program most benefited your organization (list)? 18

10. Have there been any significant drawbacks to co-sponsoring classes with the ABE program?

6.3 Yes 93.8 No 19

11. If yes, please list: 20

12. When problems arise concerning ABE classes, whom do you usually contact?

25.5%	The ABE Coordinator	21
66.7	The Teacher	
7.8	The Adult Education Director	
_____	Other (specify)_____	

13. In general, how satisfied with the ABE classes are the adults from your organization who participate in them?

Unsatisfied				Very Satisfied		
1	2	3	4	5		
0	0	10.9%	35.9%	48.4%	4.7	I have no adequate knowledge of their Satisfaction 22

14. When you decided to provide basic education classes for your membership, employees, or clients, why did you choose the ABE program (check as many as necessary)?

73.5%	Belief that the ABE program is the best available program providing basic education in our community.	23
70.5%	The ABE program provides its service free of charge.	24
41.2%	The ABE program was the only basic education program that we knew about.	25
19.1%	Our membership (clients, employees) wanted the ABE program.	26
5.9%	Other (specify)_____	27

15. Additional comments:

THANK YOU !

STATEWIDE PROGRAM EVALUATION

DPI Representative Questionnaire

N - 4

1. What proportion of your time is devoted to the ABE program?

Office work	_____ Percent	45, 40, 60, 20
Field work	_____ Percent	45, 20, 60, 10
Non-ABE work	_____ Percent	10, 40, 40, 70
	100 Percent	

2. Since September 1, 1974, how many field visits have you made to discuss educational matters with ABE Coordinators and/or Adult Education Directors in their merged areas?

Official	No. of Merged Areas Visited	
ABE Coordinator	_____	7, 14, 12, 5
Adult Education Director	_____	6, 15, 10, 3

3. How many ABE Coordinators have you visited in their merged areas more than once since September 1, 1974?

	No. Coordinators Visited	
More than one trip	_____	4, 5, 7, 2
More than three trips	_____	9, 3
More than five trips	_____	

4. How many times since September 1, 1974 have you attended meetings of all or most ABE Coordinators 8, 7, 3, 2 and/or Adult Education Directors 7, 7, 7, 3 ?

5. What are the most valuable services to be derived from a visit by a DPI representative?

	Little Value				Great Value
a. monitoring established DPI guidelines.	1	2 (2)	3 (1)	4	5
b. program development assistance	1	2	3	4 (2)	5 (1)
c. interpreting and supporting work of ABE coordinator	1	2	3	4 (2)	5 (1)
d. assisting in staff development	1	2	3 (1)	4 (1)	5 (1)
e. providing information on current developments in other merged areas	1	2	3	4	5 (3)

6. How frequently does DPI receive written reports pertaining to the ABE program from the area Coordinator?

monthly	3
quarterly	1
semi-annually	
other (specify: _____)	

7. Is current ABE enrollment in Iowa as high as budgetary resources permit?

( ) Yes

( ) No (4)

8. On the average, about how many hours does the typical staff member in a merged area spend on recruitment each week?

Staff Category	Hours per Week
Teacher	2, 1, 1, 10
Aide (paraprofessional)	0 0 0 0
Counselor	0 0 0 0
ABE Coordinator	20, 2, 2, 10
Director of Adult Education	3, 0, 0, 0
Other (specify: Recruiter	90, 15

9. What is your estimate of the annual rate of ABE teacher turnovers in Iowa?

25, 15,10,45 %

10. How important to the ABE program are aides and volunteers?

Unimportant			Very Important	
1	2 (1)	3	4 (1)	5 (2)

11. There are a variety of instructional methods that can be used to accommodate differences among students. How much emphasis is placed on each of the following instructional methods to accommodate differences among students?

Instructional Method	Little or No Emphasis				Great Emphasis
a. One-to-one instruction in the classroom	1	2 (1)	3	4 (2)	5
b. Group students with similar problems or interests together	1	2	3 (2)	4 (1)	5
c. Send students to independent learning center or similar facility	1	2 (2)	3	4 (1)	5
d. Make individual reading, writing, or math assignments	1	2 (1)	3 (2)	4 (1)	5
e. Use programmed materials	1	2 (1)	3 (2)	4 (1)	5
f. Tutor outside classroom	1 (2)	2 (1)	3 (1)	4	5

12. In addition to performing an instructional role, teachers may help students with personal and vocational problems. In your program, how important is it for teachers to help students with personal and vocational problems?

Not Important			Very Important	
1	2	3	4 (2)	5 (1)

13. What is the most common use an independent learning center or similar facility plays in the instruction of your students? Rank order frequency of use by numbering the most important 1, least important 5.

a. Provides remedial work for students referred by teacher	1,2,5,2
b. Provides diagnostic services for new ABE students	5,5,2,4
c. Provides instruction in designated content areas or skills as an integral part of curriculum	3,2,4,1
d. Provides individualized services for students who request them	2,1,1,3
e. Provides periodic testing of student achievement	4,4,3,3

14. For each staff category that follows, what is the proportion of the total in that category who attended an in-service workshop, university course, or conference during the past year?

Staff Category	Percentage That Attended
a. Teachers and Counselors	50, 50, 60, 70
b. Aides	0, 0, 60 -
c. Coordinators	100, 100, 100
d. Others (specify: Recruiter)	20

15. What criteria are used to select participants for in-service education (e.g., prior training, supervisor selection, duration of employment, self-selection, category of position)?

Self selection; supervisor selection & self selection; self selection with monetary reward

16. In-service education can take several forms. Rank order the forms listed below according to the degree of emphasis they are given in your program in Iowa. Number the most important 1, the least important 6.

	Rank Order of Emphasis
a. Novice-master assignment	5,4,2, 6
b. Coaching by coordinator or supervisor	2,3,1,4
c. Workshops and conferences conducted by your local ABE program	3,1,5,1
d. Other workshops and conferences conducted by others (state or regional agencies or other institutions, e.g., university)	4,2,4,5
e. Participation in university courses (on or off campus)	6,5,6,2
f. Visitation of other ABE classes	1,6,3,3

17. On the average, how many days do persons in each staff category devote to participation in in-service education in their first year with the ABE program and in subsequent years (if none, so indicate)?

	First Year	Subsequent Years
a. Teachers and Counselors	1,1½,3,7 days	2,1½,5 days
b. Aides	0,1,3 days	0,2 days
c. Coordinators	5,16,5,12 days	8,16,10 days
d. Directors	0,2,5 days	4,12,3 days
e. Others (specify:_____		
_____	_____ days	_____ days

18. Do aides receive pre-service or in-service training?

( ) Yes (2)

( ) No

If yes, do teachers and aides attend these training sessions together?

( ) Yes (2)

( ) No

19. Listed below are 16 topics which are often the focus of in-service education activities. Please complete the first column as follows: (1) read through the list of topics and place a checkmark next to those which were dealt with in any in-service education activities sponsored by or provided for your ABE program during the past three years; (2) for those topics which you checked complete the scale on "Past Emphasis in In-Service Education" by circling the appropriate number on each scale. Next, please complete the second column (all 16 items) to indicate your estimate of the priority of need for most ABE teachers in your program at the present time.

In-Service Topics	Past Emphasis on In-Service Education None ... High	Current Priority for In-Service Need Low ... High
a. ABE program orientation: Objectives, procedures, current developments, plans, reports	1 2 3(2) 4(1) 5(1)	1 2 3(1) 4(2) 5
b. Differences in teaching adults and children	1 2(1) 3(1) 4(1) 5(1)	1 2 3(1) 4(3) 5
c. Philosophy of adult education	1(1) 2 3(2) 4 5(1)	1(1) 2 3 4(1) 5(1)
d. Understanding the student population, culture of poverty, ethnic group differences	1 2 3(3) 4 5(1)	1(2) 2(1) 3 4 5(1)
e. Course organization: content selection, scheduling and sequencing topics, making lesson plans	1(1) 2(2) 3(1) 4 5	1(1) 2(2) 3(1) 4 5
f. Methods of instruction: selecting, adapting, and using	1 2(1) 3(2) 4(1) 5	1 2(1) 3(1) 4(1) 5(1)
g. Instructional materials and aides: selecting, adapting, and using	1 2(2) 3(1) 4(1) 5	1 2(1) 3(1) 4(1) 5(1)
h. Diagnosis of student needs, testing and evaluating achievement; student program prescription	1 2 3(2) 4(1) 5	1 2 3(1) 4(2) 5
i. Class control, management of student failure, coping with lack of self-confidence	1 2 3(3) 4 5(1)	1 2 3(2) 4(1) 5(1)

19. (Continued)

	Past Emphasis on In-Service Education					Current Priority for In-Service Need				
	None				High	Low				High
j. Counseling students in academic or personal matters	1	2(1)	3	4(1)	5	1	2	3(1)	4 (1)	5
k. Working with aides and volunteers	1(1)	2(1)	3	4	5	1(1)	2(1)	3	4	5
l. Student recruitment and retention	1	2	3	4(1)	5(1)	1	2	3	4(1)	5(1)
m. Individualizing instruction	1	2	3	4(1)	5 (1)	1	2	3	4(1)	5(1)
n. Improving human relations: teacher-student	1	2	3(1)	4	5(1)	1	2	3	4(1)	5 (1)
o. Improving staff relationships within ABE	1	2(1)	3	4(1)	5	1	2	3	4 (1)	5 (1)
p. Teaching "coping" skills	1	2(1)	3	4	5(1)	1	2	3	4 (4)	5 (1)

20. To what extent has each of the following been an important outcome of in-service education? Rank order by assigning 1 to the outcome which has been achieved to the greatest extent, 5 to the outcome which has been achieved to the least extent.

Outcomes of In-Service Education	Rank Order
a. Improved human relations skills and sensitivities	1, 4, 4, 3
b. Better selection, organization, and evaluation of content	3, 5, 2, 4
c. More effective individualization of instruction	2, 1, 3, 2
d. Greater effectiveness in recruiting and orienting new students	4, 2, 1, 1
e. Higher staff morale	5, 5, 5, 5

21. How great a priority does the ABE program in Iowa place on the development of collaborative relationships within local communities?

Minimal Priority				Great Priority
1	2 (1)	3 (2)	4	5 (1)

22. Have ABE staff experienced any major conflict or problems in working with other organizations that co-sponsor classes or refer students?

( ) Yes

( ) No (3)

23. (If yes), describe the major problems in working relationships and why they seem to occur.

24. During the past year, to what extent has the ABE program experienced difficulty in establishing contact with potential co-sponsors and agencies that refer students?

Little or No Extent				Great Extent
1 (1)	2 (1)	3 (1)	4	5

25. How important to your program in Iowa is each of the following agencies as a co-sponsor or source of student referral? (Circle appropriate number)

	Importance		
	Low	Medium	High
a. Social service	1	2(1)	3 (3)
b. Public and private schools	1(1)	2	3 (2)
c. Public health organizations	1(1)	2(2)	3
d. CAP agencies	1	2(1)	3 (3)
e. Employment agencies	1	2(2)	3 (1)
f. Churches	1(1)	2(3)	3
g. Business and industry	1	2(2)	3 (1)
h. Institutions (county homes, hospitals)	1	2(2)	3 (3)
i. University extension	1(2)	2(1)	3

26. Co-sponsored classes may terminate for any number of reasons. Rank the following reasons for terminating according to their frequency in the ABE program by writing 1 in the space next to the most frequent reason for termination, 2 next to the second most frequent reason, and so on for all reasons listed. Add any other reasons why co-sponsored classes are terminated in your program.

Reason for Termination	Rank in Order of Frequency	
a. Enrollment declines below the minimum needed to continue class	2, 2, 1, 2	
b. The educational needs of the co-sponsor are met and classes are no longer needed	1, 1, 4, 1	(One respondent ranked b,c,d together as 4)
c. A teacher cannot be found to instruct the class	3, 4, 4, 4	
d. The co-sponsor makes demans on the program that are too costly to meet	4, 3, 4, 3	
e. Other (specify: Lack of funds; MDTA	5	
_____	_____	

27. There are a number of factors that can influence goal-setting and program priorities. Indicate to what extent each factor listed below influences the goals and priorities of the ABE program in Iowa.

Factor	Influence on Goals and Priorities: Little or None				Great
a. State ABE plan	1(1)	2	3(2)	4	5(1)
b. General population characteristics	1	2	3(1)	4(1)	5(1)
c. Expectations of the students	1	2(1)	3	4(2)	5(1)
d. Relations with community college/ voc.-tech. system	1(1)	2(2)	3	4(2)	5
e. GED exam	1	2	3	4(2)	5(1)
f. Expectations of community	1(1)	2(2)	3	4(1)	5

28. There are many possible goals that an ABE program might help students achieve. Rank the program goals below according to the degree of emphasis actually placed on them by writing 1 in the space next to the most important goal, 2 next to the second most important goal, and so on for all six goals.

ABE Goals	Rank in Order of Importance
a. Increased self-confidence of students	1, 2, 4, 1
b. Completion of 8th grade certificate	0, 6, 6, 5
c. Increased competency in language and computational skills	3, 3, 5, 3
d. Preparation for high school equivalency exam	2, 5, 1, 4
e. Increased ability to cope with adult-life roles and problems	5, 1, 3, 2
f. Prepare students to meet special short-term goals (e.g., prepare for civil service exam)	4, 4, 2, 6

29. In each box below, indicate the areas of decision-making which are the responsibility of the State DPI, the ABE Coordinator and the Adult Education Director. For the functions designated in the left column, write the appropriate number(s) of the Areas of Decision-Making listed below the matrix in each box.

Functions	State DPI						ABE Coordinator						Adult Education Director					
Nos	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6
Recruiting Students	3	1	3	3	1	2	3	4	2	3	4	2	1	-	3	3	1	4
Staffing	2	-	-	2	-	3	3	3	2	3	4	3	4	2	3	4	1	4
Instruction	2	2	2	3	-	3	4	4	3	3	4	2	1	-	1	3	-	3
Staff In-Service Training	4	3	4	3	2	3	3	4	3	3	4	2	3	1	2	3	1	4
Collaboration/ Cooperation with Community Agencies	1	-	1	3	-	3	2	4	1	3	3	3	4	2	4	4	2	4

Areas of Decision-Making

No. 1 = Setting Standards
No. 2 = Identifying Problems
No. 3 = Identifying Resources
No. 4 = Consulting on Decision-Making
No. 5 = Making Decisions
No. 6 = Assessing Effectiveness of Decisions

30. Which are the five most innovative ABE programs with which you are familiar in the merged areas?

	Merged Area
a.	7, 12, 1, 7
b.	12, 7, 7, 15
c.	13, 13, 9, 12
d.	5, 5, 15, 13
e.	- 11, 10, 10

31. What formal preparation have you had in adult education? (Check one)

(1) 1( ) Completed graduate degree in adult education

2( ) Working on graduate degree in adult education

(1) 3( ) Completed one or more college or university credit courses in adult education

(1) 4( ) No formal training in adult education

32. How active are you in adult education professional associations?

(2) 1( ) Very active (e.g. [illegible]lly attend meetings)

2( ) Moderately active (e.g., attend some meetings)

(1) 3( ) Member--not active

4( ) Not a member

33. To which of the following adult education professional associations do you belong? Place a checkmark in the appropriate blanks below.

	Iowa Association of Lifelong Learning	_____
(2)	NAPCAE	_____
(1)	AEA	_____
(3)	MVAEA	_____
	Other (specify:_____	
	_____	_____

34. As you look ahead to the next five years or so, how central is adult education to your career plans?

Not Central				Very Central	
1	2	3	4	5	(2)

35. What do you see as the two or three major problems of ABE in the merged areas?

Lack of identity of ABE; low priority on ABE classes; difficulty in recruiting; lack of commitment of area school administrators; little promotion of ABE

Counseling availability; process of selection and use of instructional material

Funding for AE in at the state level; obtaining recognition from the administration of DPI

Staff members see themselves as"delivering adult education information," not as adult educators; staff members need more AE preparation - the existing AE institutions do not have a total commitment to AE; a greater, more effective dissemination of adult education practices is needed; AE is not a number #1 priority with those involved in AE - it should be their first priority.

IOWA ABE EVALUATION
CROSS INDEX OF INSTRUMENT ITEMS

	QUESTIONNAIRES							
	Evaluation Committee	ABE Coordinators	Teachers (Two Forms)*	Students	Adult Education Directors	Learning Center Coordinators	DPI Repre-sentatives	Co-sponsors
RECRUITMENT	1-9 Also see: p.26:7	6,13,27-37 Also see: 9,29	18 Also see· 33e	4	Also see: 1e,9,11		7,8 Also see: 29	5
STAFFING	p.4+:1-10 Also see: p.26:7	1-12,14-26, 38-47 Also see: 98	1-8,15,16, 30,31,46-49 Also see: 33	Also see: 13	1-16	9 Also see: 5,6,7	1-6,9,10, 31-35 Also see: 29	
INSTRUCTION	p.8+:1-10 Also see: p.26:7	48-69 Also see: 79,98	10-14,17-29, 32-40 Also see: 9	1-16	Also see: 11	1-8,10,11 Also see: 9	11-13 Also see: 29	13
IN-SERVICE EDUCATION	p.15+: 1-19 Also see: p.26:7	70-80 Also see: 98	40-45		Also see: 11	Also see: 7	14-20 Also see: 29	
COLLABORATION	p.20+:1-7 Also see: p.26:7	81-91 Also see: 9,98			Also see: 9,11		21-26 Also see: 29	1-15
GOAL-SETTING	p.24+ 1-7	92-98	9		11 Also see: 1,2		27-29	5,14

*Check discrepancies in items indicated between forms A and B (Intended/Current Practice)